

BARRIERS TO IMPLEMENTATION OF A HEALTH, HYGIENE, & SANITATION
PROGRAM: CHENNAI, INDIA

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Kelsey Steffen

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COMMITTEE MEMBERSHIP

TITLE: Barriers to Implementation of a Health, Hygiene, & Sanitation
Program: Chennai, India

AUTHOR: Kelsey Steffen

DATE SUBMITTED: June 2015

COMMITTEE CHAIR: William Riggs Ph.D.
Assistant Professor of City and Regional Planning

COMMITTEE MEMBER: Hemalata Dandekar Ph.D.
Department Head of City and Regional Planning

COMMITTEE MEMBER: David Levine Ph.D.
Eugene E. and Catherine M. Trefethen Chair in Business
Administration, Professor of University of California Berkeley

ABSTRACT

Barriers to Implementation of a Health, Hygiene, & Sanitation Program: Chennai, India

Kelsey Steffen

In India poor sanitation accounts for 1,600 daily deaths of children under the age of five (Dasra, 2012). The societal and environmental conditions in India and many other developing countries have continuously stood as barriers to facilitating changes in sanitation behavior. Efforts made to improve hygiene have continuously faced opposing forces including major gaps between the supply and demand of sanitation. This paper will focus on one pilot program conducted in Chennai, India over the summer of 2014. This program was designed to teach school children safe sanitation and hygienic habits by providing a guiding tool to teachers. The study analyzed qualitative observational data collected over the seven-week pilot program period to identify the barriers to implementation experienced in this case study. The results indicate that the school administration was the greatest barrier to implementation in this case study. The results also highlight the contextual sensitivity of each of the barriers and their relationships to one another. The findings suggest that depending on the context of implementation of a health, hygiene, and sanitation program these barriers may be re-ordered in hierarchy to work towards achieving sustainable programs.

TABLE OF CONTENTS

	Page
LIST OF FIGURES.....	vii
CHAPTER	
1. Introduction and Background	1
1.1 Purpose.....	2
1.2 Pilot program	4
1.3 Study Structure.....	5
2. Literature Review	6
2.1 Behavior Change.....	6
2.2 School Based Health, Hygiene, and Sanitation Programs	8
2.3 Supplies	9
2.4 Facilities	9
2.5 Administration and Institution	10
2.6 Conclusion	11
3. Methods: Data Collection and Analysis	12
3.1 Overview of the Study	12
3.1.1 Chennai Schools.....	12
3.2 Data	14
3.2.1 Data Sources and Collection Methods	14
3.2.2 Data Collection Limitations	16
3.3 Data Analysis and Methods	16
3.3.1 Method: Content Analysis	17
3.4 Analysis Procedure	17
3.5 Initial Findings	18
3.5.1 Themes	18

4. Results & Discussion	22
4.1 Qualitative Theme Analysis.....	22
4.1.1 Curriculum Material & Adaptability	22
4.1.2 Implementation Methods	25
4.1.3 Communication & Language	27
4.1.4 Supply Availability & Cost.....	28
4.1.5 Facility Conditions	30
4.1.6 Teacher Commitment & Buy-In	32
4.1.7 School Administration & Institution.....	34
4.1.8 Outside or Unknown Variables.....	36
4.2 Quantitative Theme Analysis.....	38
4.2.1 Code Frequency	38
4.2.2 Code Co-Occurrence.....	40
4.3 Summary of the Results	43
5. Conclusion & Findings	47
5.1 Closing	48
REFERENCES	49
APPENDICES	
Appendix A	51

LIST OF FIGURES

Figure	Page
Figure 3.1 Theme Matrix.....	19
Figure 4.1 Frequency Analysis Results.....	39
Figure 4.2 Code Co-Occurrence Analysis Results.....	41

1. Introduction and Background

Diarrheal diseases are the leading cause of mortality and morbidity in children in developing countries and account for over one million childhood deaths annually around the world. Diarrheal disease manifests in contaminated food, water, and person-to-person contact due to poor hygiene and sanitary conditions (World Health Organization, 2009). Studies have confirmed that majority of these deaths could be prevented with the availability and practice of using basic sanitation supplies such as soap and toilets. There is an increasing level of recognition and amount of research supporting the positive impacts of good hygiene practice on the health of individuals and communities, in addition to social and economic benefits (WaterAid, 2012). However, in India, poor sanitation still accounts for 1,600 daily deaths of children under the age of five (Dasra, 2012). The societal and environmental conditions in India and many other developing countries have continuously stood as barriers to facilitating changes in sanitation behavior. For example, in India there is an estimated 50 million people living on the urban fringe in substandard slum conditions. According to the Census of India, a slum is defined as follows:

“A compact area of at least 300 in population or about 60-70 households of poorly built, congested tenements in an unhygienic environment usually with inadequate infrastructure and lacking proper sanitary and drinking water facilities” (Dasra, 2012).

Urban slums present one of the most complex health, hygiene, and sanitation issues in the country. A combination of over-crowding and poor access to sanitation facilities and education has resulted in the rapid spread of disease, and a perpetual gap between the health and wealth of Indian urban populations (Dasra, 2012). Furthermore, the overpopulation of Indian slums is expected to continue with nearly seven million people migrating to urban regions every year. Due

to inflated land and home prices, a large portion of this population is forced to live in slums on the urban fringe. According to the 2011 Indian Census, the urban population is expected to grow at a faster rate than the rural population for the first time since independence, with 530 million people estimated to be living in Indian cities by year 2030 (Dasra, 2012). Only one half of the 50,000 slums are recognized by the government, and until recently, local municipalities were not responsible for providing these communities with any services. Unhygienic and unsafe conditions of slums leave the community members to bear the greatest consequence of inadequate sanitation (Dasra, 2012). Today nearly fifty million of these urban dwelling men, women, and children practice open defecation due to either the complete lack of facilities, or the poor construction and maintenance of existing facilities. Open defecation further compounds the unsafe health conditions of these neighborhoods, making this population even more vulnerable to disease (Dasra, 2012).

In addition to the limited access this population has to sanitation facilities, there is a societal gap in education and awareness of the impact inadequate sanitation incurs on the Country's population as a whole. In late 2014, the Prime Minister of India, Narendra Modi launched the Clean India Campaign, pledging that every Indian household will have a toilet by 2019. However, to date, majority of the efforts of this campaign have concentrated provision of toilets to rural households. Furthermore, there is concern from Indian health and sanitation experts, regarding the underemphasized components of this plan, including maintenance and education (Gahlot, 2015). Addressing the sanitation crisis not only requires proper sanitation infrastructure and supplies, but also a societal awakening about the real costs of the sanitation crisis, and burdens the entire Country bears as a result (Bliss, 2015).

1.1 Purpose

The purpose of this study is to identify the barriers to implementing a program that teaches school-age children sound sanitation practices. This pilot program based on the education

of health, hygiene, and sanitation took place in five schools in Chennai, India. Chennai is the sixth largest, and fourth most populous city in India with over 4.3 million people (Sethuraman, 2012). By identifying the major barriers to implementation that occurred during the seven-week pilot program period, this study seeks to provide a comprehensive view of the day-to-day realities of implementing this program, in the context of a community where complex health and sanitation issues exist. This study will deconstruct the identified barriers in order to provide a discussion about which barriers are beyond the scope of a community based health, hygiene, and sanitation intervention program and where opportunities might be to push against some of the barriers through program design, and methods of localization. In order to accomplish this, the study will seek to answer the following questions:

1. What barriers to implementation were encountered during the Health and Games Curriculum Pilot Program?
2. What do the relationships between the barriers suggest about the pilot programs ability to contribute to the understanding of how to create sustainable programming and influence long-term adoption of behavior change?
3. Which barriers can be overcome through appropriate program design and implementation methods?
4. What lessons were learned from this pilot program that can reduce the burden of some of these barriers on future health, hygiene, and sanitation programs?

In order to address these questions, this study will synthesize qualitative and quantitative data collected through an analysis of the content provided by observation journals kept during the seven-week pilot program. These journals include observations recorded at each of the five Chennai schools.

The term sustainable will be used throughout this study. Previous studies confirm that in order for programs to influence behavior change and daily rituals, such as hygienic practices, a level of sustainability must be met (WaterAid, 2012). Sustainability in this context is defined as a

program's ability to continue to provide its intended benefits over a long period of time, even after initial funding and managerial assistance have been removed (Shediac-Rizkallah, Bone, 1998). Unfortunately, as this study will reveal, complete sustainability has yet to be accomplished in developing countries, as barriers are often times beyond the scope of the program. Section two of this study will address the theoretical framework related to sustainability and behavior change of health, hygiene, and sanitation practice.

1.2 Pilot Program

The Health and Games Curriculum is a pilot program was tested over the summer of 2014. The purpose of the Curriculum is to teach basic health and sanitation behaviors to children through interactive games, stories, and songs. The lessons focus specifically on prevention of diarrheal disease by demonstrating the importance of washing hands with soap, drinking clean water, and using latrine facilities. The Curriculum's objective is to provide a tool for teachers to implement health, hygiene, and sanitation lessons in their classroom as part of their daily teaching routine. The hope is that the interactive lessons will incrementally influence the hygiene behaviors of children in the school environment by providing lessons that will prompt disgust amongst the children in relation to the realistic outcomes of poor sanitation. Additionally, the Curriculum hopes that behavior change at school, will filtrate into behaviors at home, and influence younger siblings, parents, and neighbors to adopt healthier practice.

In order to do so, the Curriculum should be easily adapted, understood, and translated by teachers to fit the needs of their students. The lessons should also be conscious of various site conditions, and be of little to no cost to the teachers or school administration. One of the key purposes of this Case Study, was to provide the program developers with insights about how well the activities were able to accomplish the above, and determine whether or not the Curriculum's lessons have the potential to be effective and why or why not.

The pilot program was conducted in five urban Chennai schools. Two of the schools were private institutions where the program team acted as the classroom teachers in order to implement the Curriculum under an agreement with the school's administration. The other three schools involved included two government aided public schools, and one private school that are affiliated with Teach for India (TFI). Teach for India is a project of Teach to Lead, placing outstanding college graduates and young professionals in under resourced schools throughout India for two years, with the goal of closing the equity gap in education (Teach for India, 2015). At each of three schools, there is one TFI fellow who has begun bringing the lessons into their daily classroom routines. During this pilot program, observations were made of these teachers implementing the program into their classrooms.

1.3 Study Structure

This study is organized as follows:

Literature Review: This section will provide an overview of the existing literature pertaining to community based health, hygiene, and sanitation intervention programs.

Methods: Data Collection and Analysis: This section will describe the data sources used in this study, and the collection and analysis methods.

Discussion: The Discussion section will provide both the qualitative and quantitative analyses of the observation data. This section will highlight the various findings of the study within the context of the text observations, and the meanings related to the quantitative code application process.

Conclusion: This section will provide a final comprehensive look at the findings of the study, and answer the initial research questions based on these findings.

2. Literature Review

There is no shortage of data supporting the positive relationship between improved hygiene and the reduction of diarrheal disease. However, research is needed to inform future studies on what motivates people to change their hygiene practices. The goal of sanitation intervention programs is to induce behavior change. Without behavior change programs are not likely to sustain, especially in developing countries such as India, where social and environmental conditions prevent millions of people from access to basic sanitation services and supplies (Dasra, 2012). Researchers in the field are challenged with the complex conditions of these countries where the supply of sanitation facilities and resources and the demand for basic proper sanitation must meet in order to facilitate behavior change, and implement sustainable practice for improved health and hygiene. Sustainability is defined by previous findings of community based participatory research programs for health improvement as the ability for a program to continue to provide benefits over a long period of time, even after major financial, managerial, and technical assistance has been phased out (Shediac-Rizkallah, Bone, 1998). A sustainable program infiltrates into the daily behaviors of the community of interest, and learned behaviors become ritual practice in everyday life.

The purpose of this review is to provide an overview of existing literature pertaining to the barriers to implementing health, hygiene, and sanitation programs in developing countries. The barriers identified by previous health intervention efforts, provide support for additional research about effective program implementation, and highlight the necessity for further research.

2.1 Behavior Change

Every year large amounts of resources are spent implementing community based health intervention programs around the world, yet few of them continue after the initial implementation period (Shediac-Rizkallah, Bone, 1998). Researchers have found that the greatest challenge to the implementation of a sustainable health intervention program is behavior change (WaterAid,

2012). Human behavior is complex and can only be successful when there is an initial understanding of what motivates, facilitates, or prohibits hygienic behavior (Curtis, Cairncross, 2003). Previous studies conducted by the WaterAid Foundation have identified motivators for behavior change to include the need to protect children, the need to conform to family or group normality, comfort and convenience, pride, disgust, dignity, economics, and existing cultural beliefs, rather than just the benefits of good health as a result of improved hygienic practice (WaterAid, 2012). John Oldfield, CEO of Wash Advocates suggests, based on his organizations previous experience, there needs to be a change in the cultural perception of sanitation practices in India. People need to be motivated to preserve their dignity and avoid shame from practices such as open defecation (Bliss, 2015). For example, past research and practice has recorded that even when sanitation supplies, such as toilets, have been provided to communities, many people are unwilling to use them (Sethuraman, 2012). Since the 2014 launch of the Indian Prime Minister's Clean India Campaign, 503,142 toilets have been installed in households across India, yet in a recent study of 32,000 rural households by the Delhi based Research Institute of Compassionate Economics, half of the respondents believed that defecating in the open was the same or better for health than using a toilet (Bliss, 2015). However, in urban settings where open space for defecation is non-existent, government funded public toilets can contribute to improved sanitation by providing space for slum dwellers, city workers, and commuters to relieve themselves (Sethuraman, 2012). The urban poor may be more likely to change behavior with the availability of toilets, as they are more commonly used in urban households (Dasra, 2012). Although, in both urban and rural areas education is still necessary, as toilets remain unused, and the general recognition of the health repercussions that exist without access to sanitation does not receive public attention (Sethuraman, 2012).

2.2 School Based Health, Hygiene, and Sanitation Programs

There is an opportunity for health, hygiene, and sanitation education to change behavior in the younger generation to infiltrate at a new generational level. Schools are an opportunity site for health and hygiene intervention programs as they are often time's hubs for fecal-oral diseases and a controlled site where health education can be incorporated into the daily school curriculum. Additional opportunities include child to child and child to community knowledge sharing. Often times in developing countries, young students are tasked with the responsibility to care for younger siblings, and can influence those siblings and possibly the entire family's hygiene practices (WaterAid, 2012). Unfortunately, little attention is currently paid to sanitation programming in schools, regardless of the proof of improved life outcomes for students who receive these programs (World Health Organization, 2014). Furthermore, school based health and hygiene education programs encounter barriers to implementation when faced with challenging and unsafe facility conditions. Barriers identified by the IRC International and Water Sanitation Center (IRC) include the following:

- Non-existent or insufficient water supply, sanitation and handwashing facilities;
- Broken, dirty and unsafe water supply, sanitation and handwashing facilities;
- Toilets or latrines that are not adapted to the needs of children, in particular girls;
- Children with poor hand washing habits and practices;
- Non-existent or irrelevant health and hygiene education;
- Unhealthy and dirty classrooms and school compounds (Snel, 2003).

Without a joint commitment to both the provision of sanitation supplies, services, operation, maintenance, and meaningful hygiene education there is little chance of achieving behavior change (IRC, 2007).

2.3 Supplies

Focusing on the availability of sanitary supplies, such as soap, toilets, and clean water, in the school environment, there is sufficient evidence that access to clean water and soap is a common barrier to hygiene behavior change (Brian, Schmidt, Wright, Jones, Seshadri, Isaac, Nathan, Hall, McKenna, Granger, Bidinger, Curtis, 2009). With the availability of soap, and the availability of water more conveniently located, people are more likely to practice hygiene techniques, such as washing their hands with soap after defecation, and before cooking (Cairncross, Cliff, 1987). Unfortunately soap is not always available, as pointed out by previous research, several health and hygiene sanitation programs assume the availability of soap, and that it is commonly used in schools and households (Curtis, Cairncross, 2003). Similar to this study's findings, even with substantial support for the effectiveness of simply washing hands with soap to prevent diarrheal disease, typical environments in which children and families conduct their day-to-day activities lack simple supplies, such as soap. Programs also often times call for items that are available on the school premises. This presents additional barriers, where teachers and program implementers need to bring supplies themselves, and make them cost effective and adaptive to the contextual environment (WaterAid, 2012). Without proper materials or supplies, many programs fail, especially when the initial program stops, and outside sources are no longer monitoring the supplies (IRC, 2007).

2.4 Facilities

In assessing the commonplace problems that occur in school facilities in need of hygiene intervention, research has identified specific issues including: no separate latrines for girl students, no doors or latches to close doors, no working water pumps, unhygienic water, and no soap. In order for hygiene education to be effective in schools there needs to be a provision of effective facilities and effective education (IRC, 2007). This calls for the development of programs that are flexible and able to adapt to existing conditions using a variety of methods and

tools for program implementation (WaterAid, 2012). Additional findings from previous programs point out barriers within the school environment that include, a lack of training for teachers, lack of educational methods that are child centered, no organization within the school to support the implementation, there is no funding for facility improvement or maintenance, and a lack of student supervision (Snel, 2003). The importance of teachers has been highlighted in several studies implementing hand-washing lessons in rural India. Findings suggest that the involvement of teachers in the dissemination of information increases the prevalence of students practicing personal hygiene activities (Dongre, Deshmukh, Borantne, Thaware, Garg, 2007).

2.5 Administration and Institution

Sustainability in a school based program means the program has achieved a level of institutionalization and routinization, with the ability to adapt and change as the needs of the participants change (Shediac-Rizkallah, Bone, 1998). Support for implementation by school institutions is one of the key factors contributing to the success or failure of school health and hygiene programs (IRC, 2007). The lesson and activities presented in most programs are not familiar in practice to the teachers or school staff. Without sufficient support from the school institution to supply basic materials that reinforce the lessons, and basic hygienic practices, even the most motivated of teachers have struggled to implement programs on their own (Gachuhi 1999; Gatawa, 1995). This is why most programs that have achieved a sustainable adaptation in a school, or other community environment, have only done so with someone outside the community, facilitating, funding, and continually evaluating the progress of the program (Minkler, 2005). Determining methods of monitoring, collecting data, and evaluating the level of sustainable change is one of the greatest challenges that face program facilitators (WaterAid, 2012). There is still very little information regarding program longevity and behavior change following the initial program implementation period (Fewtrell. Kaufman, Kay, Enanoria, Haller, Colford, 2005).

2.6 Conclusion

The information highlighted in this review recognizes the various challenges that are inherently encountered through the implementation of a health, hygiene, and sanitation program in the context of a developing country. The literature further suggests that school environments are prime locations where disease is contracted by children, but also a promising environment for behavior change. Barriers associated with implementation of a sustainable program include are rooted in a program's ability to facilitate behavioral changes that will result in healthier more sanitary actions by recipients of these programs. Unfortunately the barriers to implementation are deep rooted in societal and environmental conditions. The following study further extends existing literature by taking a closer look at the day-to-day realities of implementation a health, hygiene, and sanitation program in the context of an urban school environment in India. Through data collection in the form of recorded observations, this study will identify the specific and situational barriers to implementing this specific program, and take a realistic approach discussing the importance of contextual, flexible, and adaptable activities, and supplies for performing these activities.

3. Methods: Data Collection and Analysis

This study focused on analyzing the text content of observational journals kept throughout the pilot program implementation period. The following section will provide a context for the study, and describe both the data collection and analyses processes.

3.1 Overview of the Study

The pilot program was conducted in an urban Indian City to target students who have little access to sanitation facilities at home and at school. The City of Chennai has a population of over 4 million people with only 26 percent of the population having access to safe drinking water and more than one third of the population lacking access to toilets and sanitation facilities (Sethuraman, 2012). Chennai is located in the state of Tamil Nadu, along the southeast coastline, where Tamil is the primary language.

3.1.1 Chennai Schools

The program took place over a seven-week period during the months of July and August 2014 at five schools within the City. The first two schools, Sarada Vidyalaya (Sarada) and P.S. Secondary School (P.S.), were the schools in which the program team, including the key program administrators, and the hired intern instructors, conducted the lessons themselves, taking the place of the existing teachers in order to implement the Curriculum. The two schools took part in the program because they agreed to participate.

Sarada is an all-girls school, where the students are taught in Tamil. The students who attend this school live in very low-income households and are likely to live where there are either shared community bathroom facilities or no bathroom facilities. The pilot program spent the most time at this school, working with the students two days a week and in five classrooms a day with students in the sixth and seventh grades. At this school, the program team visited the students in

their classrooms during scheduled hours, and was unsupervised by the school administration during majority of the visits.

P.S is a co-ed English speaking school, with students from middle-income households. These students are likely to have access to in-home bathroom facilities. The pilot program team visited this school one day per week with two sessions of two classrooms worth of students (up to eighty students) in a large multi-purpose room, referred to as the “Yoga Room” by the students and school staff. The teachers escorted the students down to this room for the scheduled time slot, and supervised the program team and lessons.

At both of these schools, a typical session was forty minutes long and consisted of three to four of the Curriculum activities, dependent on time needed to complete each activity. The program team taught the activities in correspondence with one another, based on the current unit. Six alternating intern instructors who joined the project team from various Chennai Universities administered the activities. The interns spoke both Tamil and English and served as translators for the English-speaking observers. At least two observers recorded all information in relation to the activity, environment, and the students during each session.

The other three schools that participated in this program are schools that are affiliated with TFI. The TFI fellows who participated in the program received the Curriculum prior to the study period of the pilot program. Each of the fellows has begun to incorporate the lessons into their classrooms as part of their daily lesson plan. These are able to participate in this program because they have access to the material, a genuine interest in bringing health and hygiene education into their classrooms, and are allowed flexibility in the curriculum they teach in their schools because they work under TFI. The observations for each of these schools include one site visit that included viewing the grounds of each of the school, watching multiple sessions of the program lessons in classrooms, and additional conversations and meetings held between the program team and the TFI fellows.

The first two schools are government-funded elementary schools located in the City. Corporation School Kannamapet is a public school attended by children who live in the local slum. These children live in extremely cramped family quarters, and don't have access to clean water or bathroom facilities in their homes or community. These students rely on the aid they receive from the school to provide the students with uniforms, shoes, supplies, and often times meals. The other government-funded public school is Vidyaniketam Matriculation Higher Secondary School. At this school the students are primarily from low-income homes and are likely to share bathroom facilities with neighboring families if they do not have their own. The students at this school also receive government aid in the form of uniforms, shoes, and school supplies, although they are likely to have more family support than the school mentioned previously.

The third TFI School that is included in the study is a privately run school located in the heart of the City. The students who attend this school are mostly first generation students from the local slum community. These students do not have access to bathroom facilities in their homes or community, and most likely rely on open defecation to relieve themselves. This school was the poorest in condition, and provided little support the students, including improper educational and sanitation facilities on site.

3.2 Data

The study used the following data sources. Data was collected during the seven-week pilot program and will be discussed below.

3.2.1 Data Sources and Collection Methods

Recorded Observations

During the seven-week implementation of the pilot program, data was collected through observations recorded in both hand written and typed journals. These journals include

observations kept throughout the pilot program process of classroom sessions, time spent at the school, team meetings and planning sessions, traveling to and from the schools, and reflective observations after a full day of implementing the Curriculum.

Key observers during the case study kept the journals that are used in the following analysis, and also served as administrators for the program while in Chennai. This data was collected while observing the two schools, while visiting Teach for India classrooms, and during team meetings. The supplementary text observations used belong to the creator of the Health and Games Curriculum, and include data collected during his ten-day visit to Chennai. All three of these observers do not speak any Tamil, and recorded all entries in English.

The three following methods used for recording data during the Case Study by the two key observers include:

1. Individual Raw Observations: The observers took these recordings typically on-site and during Curriculum session. The observers recorded by hand and in a quick manner in order to record all aspects of the sessions being observed.
2. Individual Reflective Observations: The observers recorded these either on-site or during Curriculum sessions, or shortly after the sessions had concluded. The observers used both hand and typed methods of data collection and the observations include interpretive analysis of the initial observations.
3. Joint Reflective Observations: The two key observers recorded these observations shortly after Curriculum session has concluded. During this time, the observers would discuss individual raw and reflective observations recorded during the day.
4. The supplemental observations from the third data collector primarily used methods 1 and 2 above.

3.2.2 Data Collection Limitations

There are several limitations to be mindful of with regards to the methods of data collection. These limitations are as follows:

- Observers who did not speak the native language of Tamil supply the data. More than half of the recorded sessions were taught in Tamil. The observers collected data based on non-verbal cues in addition to receiving translation during and after the Curriculum sessions.
- The author of this study is one of the key observers who collected this data during the Chennai Case Study.
- The observers spent a greater amount of time at Sarada than the other schools.
- The two-primary observers are also two of the key administrators of the program; therefore bias in their observations may exist.
- One of the schools from the Case Study where data was collected was of a significantly higher socio-economic standing than the other schools (P.S. Secondary School).
- Data was collected only over the seven-week time period in which the Curriculum was being taught.
- The schools did not allow visitation outside the scheduled sessions.
- Access to other parts of the school was typically limited or in one case not permitted.

3.3 Data Analysis and Methods

The following section provides an overview of the analysis process used on the above data sources. The analysis seeks to identify the barriers to implementation of the pilot program by extracting the issues that arose during the day-to-day procedural experiences of implementing the Curriculum.

3.3.1 Method: Content Analysis

The above qualitative data was examined using the content analysis method (Hsieh, Shannon, 2005). This method is used to analyze text data and uses a range of analytic approaches including impressionistic, intuitive, interpretive, systematic, and strict text analyses. This process is flexible and can be conducted in multiple approaches and has come into wide use amongst health related studies. Content analysis typically includes thematic coding based on text content. These themes can be identified based on established hypothesis, or collected strictly from the text content itself. Often times these themes are interpreted to establish underlying meanings as well. Content analysis can also include frequency analysis (count) of occurring themes, and key words, to draw additional conclusions about the content. (Hsieh, Shannon, 2005).

The following study follows the basic principles described above. The content analysis creates the thematic codes from the text data, and analyzes the underlying meanings of each barrier. The following sections will describe the process in detail.

3.4 Analysis Procedure

The process of the content analysis for the text data was performed as follows:

1. Each of the journals to be analyzed was transcribed into digital formats.
2. Each of the journal observations was read several times thoroughly.
3. Each of the themes was recorded in writing, along with the key words associated with each of the themes.
4. Each of the journal observations was read several times using alternate methods.
 - a. The first method included taking active notes throughout the process, writing down themes and key words as they occurred during the read-through.
 - b. The second method included reading the material all the way through, and at the end writing down themes and key words that resonated throughout the process.

5. Each of the entries was read through several more times over, in order to categorize the themes and create a comprehensive theme list to represent the barriers to implementation.
6. Each of the observations journals was read again with the themes in mind to determine if there were any gaps in the categories that didn't cover some of the barriers. This process included reading the text in different orders, in order to take in the content objectively.
7. The process was concluded by creating a matrix (Table 3.1) of the finalized themes that represent the barriers to implementation, including the identification of the theme category, and the key words associated with each theme.

3.5 Initial Findings

The content analysis process revealed themes that represent the barriers to implementation affecting the pilot program. The themes will be discussed in detail in parallel to the content of the recorded observations in the following section (Section 4, Discussion and Analysis). These themes will also be used to convert this qualitative data into quantitative data by representing thematic codes that are directly applied to the text and analyzed through coding software (See Section 4, Discussion and Analysis).

3.5.1 Themes

The content analysis revealed eight primary themes that represent the barriers to implementation and longevity of the Health and Games Curriculum. Table 3.1 below describes the key themes identified in the content analysis, and the key words and concepts associated with each theme.

Figure 3.1 Theme Matrix

Theme #	Themes	Key Words
1	Program Material Adaptability	Language, culture, religion, unknown variables, supplies, time, translate, technology, adjustment, improvise, cost, age, engage, applicable, relevant, heat, environment, participation, frustration, commitment, dependence
2	Implementation Methods	Assumptions, continuation, ability, language, translation, commitment, connection, contract, establish norms, time, number of people, distractions, organization, supplies, transportation, allowance, funding, limitations, unknown and unseen variables, teachers, momentum, dedication, management, interns, dependence, influence, frustration, confusion
3	Communication and Language	Frustration, implementation, understand, ability, reliance, translation, connection, limitations, interns, influence, realistic, engagement, interpretation, expressions, improvisation, participation, adaptability, communication, culture, authority, dependences
4	Supply Availability and Cost	Cost, availability, dependence, transportation, technology, commitment, preparation, resources, kit, support, tools, instructions, frustration, adaptable, reliable, unknown, access, supplemental
5	Facility Condition (Existing conditions)	Bathroom, soap, available, water, space, safety, clean, dirty, classrooms, size, allowed, heat, monitoring, number of students, attention, distraction, supplies, frustration, dependence, location.
6	Teacher Commitment & Buy In	Commitment, honesty, availability, priority, quality, support, interaction, ability, creativity, engagement, translate, dependence, value, authority, participation, influence, interest, respect, demonstrate, frustration, ritual, nor, buy-in
7	School Administration & Institution	Gender, supplies, reliability, support, culture, religion, connection, assumptions, home, allowed, permission, funding, constraints, ability, honesty, test scores, commitment, facilities, participation, treatment, disruption, dependence, authority, influence, interest, schedule, ritual, buy-in, partnerships
8	Outside or Unknown Variables	Family, home, climate, sanitation, toilet, defecation, neighbors, condition, region, belief, culture, language, ability, money, cost, health, care, practices, tradition, heat, rain, plumbing, water, commitment, dependence, slum, poverty, knowledge, control, influence, honesty, unknown

Each of the themes listed in the above table are overarching categories that are representative of barriers experienced during this specific pilot program. The key words associated with each theme are tools used to help identify the themes as they occur within the

context of the text-data journal and may be interpreted differently amongst the themes. These themes are not exclusive, are only representative of the data sources used for this study.

The following provides the list of the themes established through the content analysis, and a summary of what each theme entails.

1. Curriculum Material & Adaptability

Curriculum Material & Adaptability represents the barrier to implementation that occurred when the activities in the Curriculum or the materials needed to complete the activities needed adaptation in order to conduct them in the schools.

2. Implementation Methods

The Implementation Methods barrier represents instances where the methods used to bring the Curriculum into classrooms acted as its own barrier. This theme concentrates on the Curriculum implementation at Sarada and P.S. An example of this barrier is the use of intern instructors over the use of the permanent or trained teachers to teach the lessons.

3. Communication & Language

The theme of Communication & Language is closely linked to the implementation theme. This theme addresses the language and cultural barriers that existed during the pilot program. Primarily it refers to working at Sarada, where the students and intern team members spoke Tamil.

4. Supply Availability & Cost

Supply Availability & Cost is another barrier that was experienced during the pilot program. This theme refers to recorded occurrences when the ability to get supplies, and their cost interrupted the implementation of the program.

5. Facility Conditions

The Facility Conditions theme refers to occurrences in which the conditions of the school facility acted as barriers to not only the ability to teach the activities but to reinforce the lessons being taught.

6. Teacher Commitment & Buy-In

The Teacher Commitment & Buy-In theme refers to recorded occurrences during the pilot study, in which a teachers quality or commitment was sited as a barrier toward the implementation of the pilot Curriculum program.

7. School Institution & Administration

This theme describes the importance of the school institution, and administrative support required to implement the Curriculum.

8. Outside or Unknown Variables

This barrier includes all the societal and environmental conditions that prevent the Curriculum from achieving long-term sustainability. These were all the unknown factors that we were unable to control outside of the classroom, such as the conditions and customs practiced at the students home, and influence behavior change in the children.

4. Results & Discussion

This section will focus on both the qualitative and quantitative data collected through the context and theme analysis process.

4.1 Qualitative Theme Analysis

The barriers to implementation have been established through a qualitative process, which has categorized the major barriers found in the recorded observation journals into themes. Each theme is discussed below and described drawing on content from the journals. Appendix A of this document provides the complete text data set used in this study, and cited throughout this section.

4.1.1 Curriculum Material & Adaptability

Curriculum Material & Adaptability was recorded throughout the pilot program observations. This barrier refers to the localization of the program materials including language, environment, and social settings that required the lessons to be adapted throughout the implementation period. This barrier is complex and includes several variations of adaption that was recorded during the pilot program. These variations include the following:

1. Modifications made to the material based on the observations of what did and didn't work while using the program's lessons in each of the classrooms.
2. Modifications made to the material to adapt to the local conditions in Chennai, and other cities within the region. For example, using relevant figures or examples that are consistent with the student's knowledge from living in Chennai and improvements made to the activities based on the what has been observed about available supplies, and typical school settings.

3. Adaptions to the program due to existing school conditions, such as small classrooms or no outdoor space that teachers are already aware of, and the program team learned from this experience.

Language and Culture

The observations identified this barrier in many instances when activities and lessons from the Curriculum had to be adapted prior to each session in order to include Tamil translations, and south Indian cultural symbols that would be relatable to the students. Many of the stories have English text, and the English-speaking observers relied heavily on the Tamil-speaking intern instructors to translate the material and alter lessons or images to reflect cultural symbols prior to the scheduled sessions at the schools. For example, the Curriculum includes a story titled King Akbar's New Rule. The first time the program team brought this story into one of the Chennai classrooms the students didn't relate to the characters. When this happened the team re-wrote the story to used names of local figures that the students may be able to relate to. The story changed to King Krishna Devara's New Rule, and included additional character and language changes that the students would connect to more easily (Appendix A, 152).

The observations also pointed out that at the schools in Chennai, students were not familiar with words such as "latrine" or "diarrhea" (Appendix A, 124, 131). Because of this, the program team adapted the material to words the children were more familiar with such as "toilet" and "loose motion" (diarrhea). This required the team to keep track of the words that needed to be removed and replaced throughout the Curriculum. Observations suggested that adapting the material was a long process, and one that required a great deal of time and resources. The concern was that this presented a barrier for teachers to be able to easily localize the material themselves.

Environmental Conditions

This barrier was also recorded in the context of the material needing to be constantly adapted based on the environmental conditions at the schools. For example, at Sarada, several

times the schoolyard was unavailable due to the space being used for other activities, or because the space was dug up, and unsafe for the students to use. Each of the activities adjusted to accommodate the conditions, including changes to make them appropriate to conduct indoors. Another example from the observations includes a few sessions at P.S. when the school scheduled other activities in the room the program team typically worked, forcing the team to adapt or change the activities to work outdoors. Adapting the activities took the effort of about five or more people, causing distraction amongst the students. The double-booking of the typical room for teaching might have been a result of several factors, including the administration or institutions lack of commitment or concern for the program, and that a teacher tasked with implementing the program may struggle to adapt the material to the conditions in which they work under.

An additional example of adapting the program lessons to fit the existing conditions was recorded in an observation taken at the privately run TFI affiliated school. As mentioned earlier, the program was designed to be interactive and make learning the material fun. Although at this school there is no room for students and teachers to participate in interactive activities. The room was just large enough to house the rows of benches used as desks for the students, and space for the teacher to stand in the front of the classroom. In addition to the environmental conditions, the school administration was likely not to permit these types of activities based on the noise levels in the cramped facility and safety of the students. The room didn't have permanent walls, and while observing this classroom, the teacher had to pause due to noise from the surrounding classes on several occasions. The overcrowded building and rooms made moving about the classroom difficult for students and teachers and would not be advised for teachers in similar conditions (Appendix A, 79).

Another instance of the barrier of program adaptation within the context of the environment was observed when the program team had to make activities that would work for a larger number of students than planned. At both Sarada and P.S. class sizes ranged from forty to

eighty students. There were multiple recorded instances in which the project team had to use more than two teachers to implement a lesson, and when students became unengaged or uninterested in the program when they were unable to participate due to lack of time or materials. For example, at Sarada the program team used computer screens or printed images to provide visuals for the students to go along with the lessons. When the classes were at the full capacity, the image would have to be taken around and shown to the classroom multiple times, causing distraction amongst the other students (Appendix A, 65).

Although adapting the program material was identified as a barrier throughout this process, adaptation in reference to local conditions of Chennai was identified during this pilot program, and it can be assumed that these barriers would resolve, or become less prevalent if the Curriculum was introduced in another Chennai school. Additionally, changes made to the activities based on the student's interests may reflect more positive outcomes the next time they are presented in a school setting, even if it is introduced in a new social environment. Most prominently noted in this section is the conditional character of adaption of the Curriculum. Some of the lessons may need to spell out the conditions necessary for completing the activity in the introduction, or provide alternative variations of the activity for different settings. Teachers are more likely than a visiting program staff to understand these conditional differences, and differences in conditions will vary throughout different locations.

4.1.2 Implementation Methods

The implementation methods theme barrier addresses primarily the methods in which the program team implemented the Curriculum in the two Chennai schools, Sarada and P.S. The recorded observations identified this barrier in a variety of ways.

Program Activity Design

The Curriculum includes interactive activities to make learning about health and hygiene fun for students. Teaching styles in the schools were based on lectures and books. TFI fellows

revealed that although a few of the other teachers at the schools were interested in the Curriculum, they seemed hesitant to engage because they were not familiar with the teaching style the program requires. To be discussed in the teacher commitment and buy-in barrier discussion, below, most teachers had low interest and participation in the program—outside of the TFI fellows. It is possible that the connection between these two barriers is a result of the Curriculum design (Appendix A, 104).

If the Curriculum used more traditional teaching methods, would teachers be more likely to use the lessons from the program? The overall feeling of the program team as mentioned before, was that the teachers were not likely to continue the program without outside influence or motivation from their administration.

Students also faced challenges due to lack of familiarity with high levels of interaction. For example, there were several situations at Sarada where students were excited to get up and volunteer to take part in an activity such as a skit, but once the students were in front of their classmates they became very shy and unsure of how to participate (Appendix A, 141).

Teaching Methods

The Implementation Methods barrier was also observed in the context of the teaching methods the program team used. At Sarada and P.S. the intern instructors taught the lessons exclusively. This was a result of several of the factors to be discussed in the following theme discussions, including both the school and administrations limited commitment to participating in the program, beyond the project team's involvement. The use of outside instructors to teach the Curriculum may result in a different outcome than if the permanent teacher taught the program his or her self. Similarly, the observations recorded the student's often times excited behaviors when the program team arrived at the classroom and their teachers left the room. It often times took several member of the project team, including designated observers to calm the classroom down. New faces, and too many instructors trying to work at once resulted in chaotic environments and additional distractions for the students. This is in addition to the new ways of

interacting presented by the program, and elicited a compounding dilemma for the students (Appendix A, 57-58, 68).

This barrier was also represented in the observations by the frequency in which the Curriculum was taught at P.S. and Sarada. These two schools in which the program team spent majority of their time only allotted one to two days a week for the Curriculum to be taught. The observations suggested that the limited time frame and infrequency of the lessons might not have a great enough impact to alter health, hygiene, and sanitation behaviors at the schools. It should be noted that the frequency of visits allotted to the program team was determined prior to their arrival. The time frame of seven weeks was also a constraint based upon travel time and funding.

4.1.3 Communication & Language

The communication and language barrier was observed throughout the seven-week pilot study. This barrier was a source of frustration throughout the process, as a result of language barriers amongst the program team, and the non-Tamil speaking team members and the school's administration, teachers, and students. Of the five schools observed, only two of the schools had both teachers and students that spoke English fluently. The observations analyzed in this study were all from program team members who only spoke English. The observations revealed the difficulty associated with needing translations from the intern instructors and observers on the success or issues with an activity or lesson, in addition to communicating a lesson to the intern instructors that the instructor may have not been familiar with.

Overall the observations suggested a feeling of helplessness from the English speaking observers, who at times recorded that they were unable to understand how things were going, or whether or not the lessons were being taught according to the Curriculum instructions (Appendix A, 70, 86). The barrier would be reduced by either working in only English speaking schools, or by hiring additional intern-instructors to translate the sessions to the English-speaking observers.

4.1.4 Supply Availability & Cost

The theme of supply availability and cost arose in a variety of contexts. This theme is identified in relation to both the existing conditions and basic availability of supplies, and supplies in relationship to the design of the Curriculum.

Basic Supplies for Health, Hygiene, and Sanitation

Most schools lacked basic supplies for the health, hygiene, and sanitation of the students. For example, at four of the five schools bathroom facilities did not have soap, and after a thorough site assessment, it was concluded that there was no soap on the school grounds at all. Safe water was also a concern. At Sarada, the students had a water filtration system outside. The team was unable to conclude whether or not the system was being properly maintained, but observations suggest that the students brought their own water to school, and used the water from the filter for washing their hands. Access to a water filtration system is not uncommon in schools, although maintenance is not always as common. For example at one of the TFI public schools there was a new water filtration system. Unfortunately, according to the TFI fellow at the school, it is not anticipated that the system will be maintained, and the students will not have access to safe, clean drinking water at school (Appendix A, 88).

Basic Supplies for Activities

Even with an appropriate budget, it was observed that the process of finding the supplies and the time associated with putting activities together was a barrier throughout the pilot program. The US team was not local to the area; therefore, supplies needed for the sessions coming up were difficult to find. These team members relied on the intern instructors who knew the City well to gather the supplies for these activities. The streets of Chennai are complicated to navigate, and packed with people and cars. Going from one place to another even within a small area took a great deal of time and energy (Appendix A, 64). Secondly, even with the supplies gathered, assembling the items was complex. For example, the Disgusting Box demonstration required that one of the intern instructors take the materials to his university, and use his

engineering lab to construct the item for the lesson. A teacher with limited income, and time would not likely be able to pull this off.

The availability of supplies to teachers, assuming they wish to bring this program into their classroom, ties again into the school administration and institution. Without support from the school, teachers would have to provide supplies for these activities themselves, or be provided the supplies by the program team.

This barrier was also identified when the assigned team members did not bring supplies. Tying into teacher quality and commitment, and the implementation methods of the pilot study, lack of commitment by team members and the reliance on a team to bring the assigned items resulting in many instances where the team members creatively adapted materials found in the school yard, around the classroom, and even at local street vendors to be able to conduct the activities. Observations suggested that this barrier would occur for teachers attempting to conduct lessons when they were unable to afford or take the time to gather the necessary supplies.

Technology

This barrier was also identified when activities from the Curriculum relied on technology. Many of the lessons and activities in the Curriculum assume that the schools have access to Internet, computers, or the ability to project images. Observations addressed this barrier by documenting times where team members needed to download materials from online prior to traveling to the schools to use in the classroom.

All of the schools observed with the exception of P.S. had no access to technology in any form, resulting in the team members and TFI fellows relying on their own personal technology supplies to project images for stories and activities on the walls of the classrooms. Observations suggested that teachers without access to technology might not be able to participate in these activities in the Curriculum. This aspect of this barrier ties into the school administration and implementation barrier and the existing conditions barriers. The school conditions do not allow for technology to be used, which is a result of the school administration and institution's ability to

provide those conditions and technologies to the teachers and students. For example, at P.S. the typical scheduled room used by the program team had a projector screen. One day that room was being used for another school activity. The team had to change the lesson plans for the day, as they relied on the technology, and the school and institution to provide the space as promised (Appendix A, 57, 63).

4.1.5 Facility Conditions

Facility conditions were a barrier in a variety of ways, including bathroom, classroom, and outdoors settings. The design of the Curriculum did make assumptions about the condition of school facilities including availability of basic supplies. These barriers were described as follows.

Bathroom Facilities

Observations recorded at the different schools revealed an overall setting of poor sanitation facilities at the schools. First, there was no soap at the schools. With the exception of P.S., where it was unclear if soap was available, the four other schools had no soap. In addition, the bathroom facilities at these other schools were poor. Although, as mentioned previously, one of the government funded schools was getting a new bathroom facility. But, at the other government funded TFI school, the facility conditions were so poor that the teacher had to escort her students to the bathroom when they needed it, and upon examination of the facilities the toilets had not been maintained in quite some time, and there was abundant fecal matter all around the floor (Appendix A, 88). These conditions mirror the facilities at the private TFI School. At this school there was no private place for girls to use the bathroom from boys. The facilities consisted of a trough dug into the ground, sloping toward a small drain (Appendix A, 82). At Sarada the small stall bathrooms offered some privacy, but most didn't have working doors. There was a working tap in the bathroom, but it filled up a large bin of water, which the girls washed their hands in, without soap.

The observations regarding poor bathroom facilities primarily questioned the ability of the lessons of the program to stick to with the students when they had no access to soap, or proper sanitation facilities in which to practice the new behaviors.

Classroom Conditions

The conditions of the observed classrooms in which the program team worked were also a barrier. For example, the Sarada classrooms often had dirt and trash around the room and had splintered desks with nails sticking out (Appendix A, 107, 123). A more dramatic observation was taken at the private school observed in which one of the TFI fellows worked. This school housed hundreds of students in a small converted house. There were no real hallways between classes, just partitions, and the classrooms were so packed with students there was no space to move around. Additionally, the room conditions were so poor that the room was overheated, and had no sound barrier from the other classrooms full of students (Appendix A, 79).

While observing this classroom, the TFI fellow read one of the stories from the Curriculum. She used her own personal laptop to show the students the images that went along with the story, and had to pause at times when the room got too loud for the students to hear. Although the story was fun and interesting to the teacher, the conditions of the environment made it difficult for the students to absorb or participate in the program's activity (Appendix A, 79).

The observations suggested that this TFI fellow was committed to the program and had access to supplies such as a laptop in order to make the program activity somewhat work in her classroom, even with the level of significant constraints. But observers noted that this would be extremely difficult for the other teachers at this school without the support of the administration.

Outdoors Space

The barrier also existed when lessons or activities called for outdoor or open space. Many of the facilities didn't have any space for activities to be conducted. When this was the case activities had to be quickly adapted to work in inside and in a smaller space. When there was outdoor space, it was often times unsuitable for the children to use. For example, at Sarada, one

day the program team arrived at school and the yard had been dug up, creating large mounds of dirt, with rocks and metal debris sticking out. (Appendix A, 99). Other factors such as heat or rain were common barriers to working outside as well and forced lessons to be conducted inside the full classrooms.

4.1.6 Teacher Commitment & Buy-In

The theme of teacher commitment and buy-in was identified in the observation journals in several different ways. This barrier addresses both the barriers related to working with existing teachers and environment in which they work in, and barriers related visiting instructors serving as temporary teachers. This barrier was described in the observations as follows.

Teacher Involvement

The intention of this pilot study was to bring the Curriculum into schools, and work with the teachers in each of the classrooms to conduct the lessons. It was the initial hope of the project team that teachers would be able to provide information about the teacher and students level of knowledge about health, hygiene, and sanitation, and provide the team with a context in which to begin the program lessons.

Unfortunately involving the teachers was not as easy as expected. For example, at Sarada the teachers were uninterested in participating in the program. Many of the observations recorded this as there being no teacher in the classroom upon arrival, or the teachers quickly rushing out once the team arrived. At this school there was almost no interaction with the teachers throughout the seven-week pilot study. During this time, a teacher was present in the classroom during the program session only three times (Appendix A, 57, 59). Many of these observations linked this barrier to the school administration and institution, as they didn't encourage the teachers to take part, this particular educational institution didn't appear to be interested in establishing a long-term relationship with this program.

Teacher involvement at P.S. was very different. Teachers were present for every session. Because the program sessions took place outside of the classrooms, two or three teachers per session would bring their students down to the assigned large room. The teachers then took on the role of disciplinarian while the program team conducted the lessons. Although these teachers were involved in the process by their presence, they were reluctant to participate. Also, when we asked teachers to provide feedback on the program they were reluctant and gave only vague compliments. The team later discovered that the teachers were required to provide a report to the headmistress of the school once the program was completed. Also, there was no indication that the administration had encouraged the teachers to continue to integrate these lessons into their classrooms (Appendix A, 64).

The game and story based program activities encouraged interactive roles for both the students and the teachers. The design of the material may have not encouraged the teachers to be involved in the program, because the teachers were used to lecturing. Consistent with this hypothesis, one of the TFI fellows said that other teachers watched her present the activities from the Curriculum in her classroom are interested, but intimidated and uncomfortable by the interactive and creative methods (Appendix A, 104).

Teacher Availability

Throughout the pilot study, teachers were often not in the classrooms regardless of our presence. This was true at Sarada, and one of the public and the one private school associated with TFI. At Sarada, the program team members observed several cases where students were in their classrooms alone, and throughout the day, there still was no teacher present. This was also true at the private TFI School. At this school the TFI fellow the team worked with explained that at this school, many of the students are the first generation of their family to receive an education. The parents of the students are so desperate to provide their children with schooling that they send them to the only school they have access to, which is conveniently located across the road from the local slum, where most of these families live. The parents are not aware that the school

is overcrowded, and lacks appropriate facilities and staff members to provide an adequate education to the students. For example, the observations revealed that while visiting this school, the packed classrooms had not teachers present. The observations also recorded the TFI fellow mentioning that these conditions are commonplace, especially in privately run schools in urban India (Appendix A, 166).

4.1.7 School Administration & Institution

The barrier of school administration and institution was identified in the observations in a variety of ways. The level of commitment and involvement these institutions had in the program represent barriers seen through issues of transparency and the ability of the program team to establish the lessons within the existing school system.

Transparency

The two schools outside of the TFI network, P.S. and Sarada, agreed to work with the program team because of a connection the institution had with one of the team member's father. This connection brought up several concerns about the programs ability to sustain, without the influence of someone outside the administration. For example, at P.S. when one of the teachers was asked about her perception about what the program was teaching, and what issues she felt the program was not addressing, she only provided overly complimentary responses and wouldn't provide any criticism. The teachers at this school did actively ask questions of the program team, as mentioned in the Teachers barrier section, but observations revealed that the headmistress required that the teachers write a report at the end of their commitment to the program.

The transparency barrier was also observed when teachers or school officials at P.S. would escort the project team off the premises as soon as the scheduled visit was over. There was no opportunity for them to move around the school. The teachers brought the students in and out of the room, and the project team was not allowed in the classrooms. Observations recorded suggested concern that the school wasn't interested in the program, beyond the agreed upon

commitment. The limited transparency also made it difficult to conduct an existing conditions analysis of the school including gaining an understanding of the existing school systems in which the program could be incorporated, and the available hygiene, water and sanitation supplies and facilities.

The limited transparency was observed in a different way at three of the other schools. At these schools the observations describe a feeling of disconnection between the school administration and the program. Although they brought tea to sessions, and welcomed the team members into their offices, they were not interested in finding out anything about the program, or participating at all. For example, at Sarada, the program team brought in plastic bottles with small quantities of detergent to create easy and inexpensive hand washing tools. The team had to bring a large box of soap to the school's headmistress, and suggest that she maintain the supply so the students could refill the bottles in the classroom. The observers were unable to determine if the supply of soap will still be there in the future. The ability to establish a ritual and provide a solid plan for monitoring and evaluation is a reflection of the final barrier that will be discussed in this section.

Although, at the remaining school, a government public school associated with one of the TFI fellows, observations from visiting this school described a supportive administration that was proud of their TFI fellow for bringing the material into her classroom. The headmistress of this school had requested this teacher to speak about the health, hygiene, and sanitation intervention program at the opening of a new government-funded bathroom facility at the school later in the month.

Accepted Teaching Methods Supported by School

Teachers in these schools typically teach straight out of textbooks in lecture form, and there is a strong emphasis on academic performance based on exams. It was difficult to know if this norm would be able to incorporate health into the curriculum, and whether or not the

administration would think it was important enough to encourage the teachers to teach it, and support them with supplies and time.

The observations about this barrier focused on the inability of the team to integrate into the schools typical system, and gain an understanding of the values and goals of the administration. At the schools outside of TFI, the intervention was a temporary program and the school acted as a barrier by often times changing the schedule, moving the lessons, leaving the team with a feeling of failed commitment, or an unclear but different priorities.

There was an exception to this barrier recorded during the pilot program. At Vidyaniketam Matriculation Higher Secondary School, the school administration took great pride in their TFI fellow who has begun teaching the Curriculum in her classroom. For example, the school recently received funding to upgrade the bathroom facilities. The school requested that this TFI fellow speak about the Curriculum during the dedication ceremony. This observation suggests that with proper leadership and opportunity, there is a possibility to influence school administrations and institutions.

4.1.8 Outside or Unknown Variables

The outside or unknown variables barrier is the most complex of the sets of barriers observed during the Pilot Program. As mentioned previously, the conditions that face the urban poor in India are complex, and a result of the social context of the country. There were several observations pointing to this barrier, identifying concern from the program team about the ability for the Curriculum to sustain due to outside or unknown barriers that exist within and mostly, outside the controlled school environment. The examples of this barrier is just a sample of the potential outside or unknown variables that may act as barriers to a sustainable health, hygiene, and sanitation program. Due to the complex nature of this environment, the majority of the factors that contribute to this barrier are unidentifiable through this study.

Monitoring and Evaluation

The program team found it difficult to monitor changes in the health, hygiene, and sanitation practices of the students during the Pilot Study. The ability to monitor the program was impeded by several of the barriers discussed earlier; most importantly, the school administration and institution barrier. As mentioned previously, there was very little communication between the school administrations at all five of the schools, and the program team. With the exception of the ability to communicate and follow up with TFI fellows based on their commitment to the program, the observations suggest that because the team did not establish strong relationships with the schools it was difficult for the team to gain an understanding of how the administration and institution operates. When the team left evaluating whether or not the students have adapted any of the lessons from the Curriculum to their daily rituals is challenging, and as there was no system established for monitoring or evaluating the progress of the program.

Conditions Outside of the School

Many factors outside of the school affect whether or not the practices taught in the health, hygiene, and sanitation lessons will become part of the student's daily ritual. For example, most of the students that participated in the program come from very low income, and slum households in the City. The sanitation conditions of the majority of the schools was very poor, and it is likely that based on previous literature about slum conditions, the sanitary conditions of the homes of these students are poor as well. Furthermore, it is likely that students don't have access to the proper supplies in order to conduct the hygienic behaviors encouraged by the Curriculum. The observations addressed this barrier primarily as a source of frustration. It was difficult enough for the project team to attempt to control and intervene with the conditions at the school, and attempting to influence practices at home was largely outside of the projects scope. The limited availability of hygiene supplies and sanitation facilities for these students outside of school will make it difficult for them to practice what they have learned in the home environment, and influence the behaviors of their family members as well.

4.2 Quantitative Theme Analysis

The qualitative data identified through the content analysis provided the thematic codes used to quantify the results of this study. Each of the thematic codes was applied directly to the observational text through a code-software program. This study analyzed 564 text excerpts with a total of 865 codes assigned. The following sections will discuss the results of both a frequency analysis and a co-occurrence analysis of each of the thematic codes.

4.2.1 Code Frequency

Figure 4.1 below describes the results of the frequency analysis. The individual, colored squares identify the frequency of each individual code, within each of the individual data sources (listed on the left hand side of the table). The grey totals column on the right-hand side of table, show the number of codes assigned to each data source. Each of the data sources was a different length, which is consistent with those totals. The grey total arrow across the bottom of the Figure shows the number of time each of the thematic codes was used throughout the entire content analysis. For the purpose of this study, we will focus on those totals.

Figure 4.1 Frequency Analysis Results

Media	Codes	Communication-Language	Curriculum & Material Adaptability	Facility Conditions	Outside or Unknown Variables	Program Implementation Methods	School Administration & Institution	Supplies & Cost	Teachers	Totals
Coded Journal Entries_RW_JUL- MUGGALA		4	14	22	23	7	24	15	10	119
Coded Journal Entries_KSRW_JuL- MUGGALA		4	69	27	21	13	26	27	24	211
Coded Journal Entries_KS_JUL- MUGGALA		41	81	45	62	41	59	95	71	495
Coded Journal Entries_KS_JUL- MUGGALA		3	11	2	6	2	8	1	7	40
Totals		52	175	96	112	63	117	138	112	

The barrier of Curriculum & Material Adaptability was the code that occurred most frequently during the recorded observations of the implementation process. This is followed by Supplies & Cost, then School Administration & Institutionalization, then a split between Outside or Unknown Variables and Teachers.

Curriculum & Material Adaptability was the most cited barrier to implementation throughout the text data. Similarly to the analysis of this barrier earlier in the study, this barrier to implementation is a result of several types of adaptation that was required throughout the pilot program. Many of the adaptations the team made localized the material to the context of urban South India. It can be assumed, that if the pilot program were to be implemented within a similar context in the future, this variable would be less significant. In addition, the pilot program

allowed for the team to adapt and edit materials as they tested them in each of the classrooms. The re-design of these activities, may also lessen the burden of this barrier in future implementation efforts. Finally, the realization of the dependence material adaptability has on the teacher who is facilitating the lesson was a key finding of this study. With this knowledge, future efforts that include a greater involvement of teachers in the process will presumably reduce the impact and occurrence of this barrier as well.

The next significant cited barrier was Supplies & Cost. This barrier is presumed to occur frequently as a result of part of the program team not being local to the area, as well a result of the team not being familiar with the available supplies at each of the schools. The pilot program allowed for the program team to adapt the lessons to require either more simple supplies, or change the required supplies needed for each activity. Because of this, the barrier may be reduced in future efforts in similar environmental and social conditions. Many of the observations about this barrier also cited concerns about a “typical” teacher’s ability to gather supplies on their own. Some of the changes suggested by the program team include packaged tool kits for teachers, and activities that may not require specific supplies or tools, but instead call out for different props that a teacher is more likely to have already within the school or home environment.

The next significant barrier cited was the School Administration & Institution barrier. As described in the previous qualitative analysis, the inability of the project team to establish a strong relationship with the school administration was a significant barrier to identifying ways in which to integrate the program into the school’s long-term curriculum.

4.2.2 Code Co-Occurrence

Figure 4.2 below describes the relationships found between each of the pairs of themes during the quantitative analysis of the recorded observations. As found earlier through the initial theme analysis, the codes are linked in a variety of combinations. The figure below highlights these relationships.

Figure 4.2 Code Co-Occurrence Analysis Results

Codes	Communication-Language	Curriculum & Material Adaptability	Facility Conditions	Outside or Unknown Variables	Program Implementation Methods	School Administration & Institution	Supplies & Cost	Teachers	Totals
Codes	Communication-Language	Curriculum & Material Adaptability	Facility Conditions	Outside or Unknown Variables	Program Implementation Methods	School Administration & Institution	Supplies & Cost	Teachers	Totals
Communication-Language		18	1	6	3	2	4	3	37
Curriculum & Material Adaptability	18		20	12	12	12	25	27	126
Facility Conditions	1	20		13	2	33	31	9	109
Outside or Unknown Variables	6	12	13		6	41	13	14	105
Program Implementation Methods	3	12	2	6		13	11	12	59
School Administration & Institution	2	12	33	41	13		26	35	162
Supplies & Cost	4	25	31	13	11	26		15	125
Teachers	3	27	9	14	12	35	15		115
Totals	37	126	109	105	59	162	125	115	

Depicted in red, the greatest code relationship was established between the barriers of School Administration & Institution and Outside or Unknown Variables. These barriers occurred often in the same events during the Case Study, with the lack of transparency provided by any of the participating educational institutions. This often times linked to the unknown societal conditions that influenced this system, which ultimately will provide push back against the efforts to implement hygienic behavior change.

The next strongest correlation was between the Teacher barrier and the School Administration & Institution barrier. This connection was also described above in the initial theme findings. This further highlights the link between the teacher's ability and commitment to implementing a health intervention program and the institutional and administrative support needed to help them succeed.

The School Administrative & Institution Barrier are also strongly tied to the Facility Conditions barrier – presumably because the conditions that occur at each of the schools are a result of the barriers from the school institution. The frequency of School Administration and Institution barrier in accordance with other barriers suggests its importance as well. Without a strong understanding and relationship with the institution, the possibility of establishing a sustainable program may not be likely.

Another common pairing was between Supplies and Facility Conditions. As many of the conditions of the facilities were poor, the barrier of gathering supplies, and the costs associated with them was of great importance. It could be that with accessible and low cost supplies that reflect what is available in the local community, facility conditions could be improved for the implementation of the program and its lessons. Conversely, improved facilities would reduce the burden of gathering supplies and paying for them out of pocket.

The next strongest link is between the Teacher and Curriculum Material and Adaptability barriers. This connection is supported by the key role the teacher would have to play in administering the Curriculum lessons, and adapting the material to meet the needs of their students, and the conditions in which they are working. It was observed during the Case Study, that material adaptation was something that occurring during the planning sessions and on-site during the actual lessons.

4.3 Summary of the Results

The content analysis revealed eight themes representative of barriers to implementation experienced during the pilot program. The analysis reveals that the themes intersect at various levels, and there are a number of outside factors that will influence the effectiveness of this specific health, hygiene, and sanitation intervention program.

It is important to discuss the context in which this study occurred. Urban India is an extremely complex setting for health, hygiene, and sanitation behavior change programs. The number of barriers that exist beyond the scope of this project are extensive, and this must be kept close in mind. Although, even in these extreme conditions, it was still possible to identify barriers that were within our project scope, and interpret how they might be interrelated. This provides a small snapshot at the barriers and challenges that exist, and with the knowledge, future programs may be able to address these barriers from a more knowledgeable place, therefore lessening the impact of these barriers on the overall implementation of the program.

In summary, this study provided the following findings:

Eight Barriers to Implementation

1. Material Localization & Adaptability
2. Program Implementation Methods
3. Communication & Language
4. Supplies & Cost
5. Facility Conditions
6. Teacher Commitment & Buy-In
7. School Administration & Institution
8. Outside or Unknown Variables

Frequency of barriers during the course of the Case Study

1. Material Localization & Adaptability: This barrier was identified most often during the implementation of the program.
2. Supplies & Cost: This barrier was the second most identified during the Case Study.
3. The frequency of these two variables suggests that the program design could be changed to address these barriers, and lessen their impact on the implementation of the program against other barriers that are outside of the program team's control.

Relationships between themes

- School Administration & Institution: This barrier to implementation intersected with other themes most often during the Case Study.
- School Administration & Institution and Outside & Unknown Barriers: The co-occurrence of this barrier is consistent with the qualitative observations about the limited transparency offered by the different school administrations. This barrier is likely to exist so frequently because of the unknown outside influences.
- Supplies and Facility Conditions: Supplies and Facility Conditions go hand in hand, which is support by the qualitative analysis as well. When the facilities are poor, supplies are likely to be unavailable as well.
- Teachers and Material Adaptability: The current design of the Curriculum places the task of localizing the material on the shoulders of the teachers. As recorded in the qualitative data, adapting the material takes time, and resources.

The barriers revealed in both the qualitative and quantitative analyses of the observational data are complex on their own, and offer further complexity based on the strong interconnections between each of the barriers.

Focusing on these interconnections, the study revealed that the School Administration & Institution was the barrier most commonly associated with the other barriers experienced in the school environments. This barrier also had the highest frequency of co-occurrence with the unknown or outside variables barrier. This finding suggests a great deal of a program's ability to succeed on the ability of the program team to establish a strong relationship and level of support for the administration they are working with. As recorded in this study, when this relationship is not strong, other barriers present themselves more frequently and become more severe. This study revealed that establishing this relationship was difficult. Which highlights the Outside or Unknown Variables that are likely to influence why the schools seemed to lack interest in a long-term commitment to the program.

One strategy during this pilot program that did provide promise for this program, was the relationship established with Teach for India (TFI). As seen at two of the schools, these teachers have already established themselves within their educational institutions. In the case of one of the teachers, she has gained increasing support from her administration and has already, with their permission, begun to train other teachers on how to teach these lessons in their classrooms. TFI teachers provide a strong opportunity to advance the integration of health, hygiene, and sanitation programs in schools.

The barrier of Program Material & Adaptation experienced during the pilot program further supports this. The frequency analysis of the barriers revealed that this barrier was cited most often in the observational data. One of the challenges that the program team encountered included having to localize each of the lessons. The same TFI teacher mentioned previously in the paper has taken on this challenge. She has taken on a leadership role for this program within her study, and has adapted the material to meet the needs of her students and the conditions that exist in her school. This allows for the localized material to be transmitted easily to the other teachers at the school, and reduce the burden of localizing the material on the other teachers who are less familiar with the content. One aspect of this barrier that was also uncovered is paired with the

implementation methods barrier as well. Bringing material that is completely new, and being taught in an interactive and creative method that does not match the observed teaching style in each of these schools may increase the burden on the institution and teachers to not only introduce the materials to their students, but also to be able to sustain programs beyond the initial implementation period.

Working with an organization, such as TFI, which has already established its role within the school administration and institution allows for several of the other barriers to implementation to be decreased. This study suggests that using these teachers, as leaders within their schools may be the first step in decreasing the issues the program team experienced while attempting to integrate themselves. Eliminating the barriers that the program team faced in implementing in two of the Chennai schools on their own suggests an opportunity for the Curriculum to continue in the hands of these teacher leaders.

The study revealed the major barriers that occurred in this one place at one time. What is important consider is that this study provided lessons that can be applied within the local and global context. Health, hygiene, and sanitation are different in different contexts. Although, it is unclear whether or not the program implemented during the pilot program had any long-term impact on the behavior of the students, we were able to learn a great deal about what types of barriers present themselves when this type of intervention is being attempted. Further discussion of lessons learned and conclusions regarding the study will be addressed in the following section (Section 5 Conclusions).

5. Conclusion & Findings

The realities of implementation of a health, hygiene, and sanitation program are difficult to prepare for. Many of the societal and environmental realities are next to impossible to anticipate prior to arrival to the specific site. The adaptation of program materials takes time, resources, and understanding of the societal context, and will likely rely on both the school administration and its teachers to influence whether or not these adaptations are made. In this case, leadership was identified as one of the most significant barriers to implementation. Without the buy-in or support of the leadership (school administration), other barriers to implementation become more severe and difficult to overcome. The most promising outcome in this pilot program was observed at one of the TFI schools, where the teacher has become a leader within their institution and has influenced both the behaviors of the other teachers and administration to support her in the implementation of the Curriculum in her classroom. This teacher is able to adapt the activities to work within the context of her school, and help the other teachers adapt the material to meet their teaching comfort level. This incremental change within the system suggests significant progress towards bringing important health information inside the existing school system.

Similarly to the discussion presented in the Literature Review (Section 2), there are gaps between supply and demand for hygiene intervention within the setting of the school. The barriers highlight this gap, by identifying barriers that represent the supply side (supplies, facility conditions, and material adaptability) and the demand side (teachers and school administration). Although both sides of the spectrum are needed to influence behavior change within this context, this study argues that in this case greater emphasis is on the demand side. The institution must want to implement a health, hygiene, and sanitation program in the form of supporting the teachers, finding ways to get the supplies, and enforcing the provision of better sanitary conditions on the school premises. Additionally, teachers may be able to influence the behaviors within the institution, specifically if they have support or backing from an outside resource, such as the Health and Games Curriculum, or TFI.

The barriers to implementation from this study can be used as an adaptable template for future programs. Although this study identified the major weakness towards implementation were linked to leadership and relationships, this may not be the case for every application. For example, future programs may find that the localization of materials is key prior to implementation, and with this relationships and buy-in from other communities may be earned. Or, a future study may need to focus its efforts on supplies first, to supply kits to the community prior to implementation, and then work through the other barriers. The contextual nature of this work cannot be ignored, and requires significant study prior to implementation to determine the correct approach. This findings of this study suggest the use of theses barrier categories as a filter for determining which aspect is most important in the hierarchy of planning and implementing a health, hygiene, and sanitation community based program.

5.1 Closing

The current sanitation crisis facing India, and in particular, major Indian cities, is a complex product of society and environmental factors that have resulted in major gaps in sanitation access across the population. Although, a societal awakening is necessary, this study identifies strategies in which hygienic behavior change can be brought about at a community-based level. Although the Health and Game Curriculum is not the first health, hygiene, and sanitation program that has attempted to provide community based education of the negative impacts of poor sanitation on health, this study does provide a snapshot of the day-to-day realities of implementing a hygiene intervention program under the extreme sanitation conditions of urban India.

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APPENDICES

Appendix A

Document Title	Excerpt Copy	Codes Applied Combined
Coded Journal Entries_RW_JUL- AUG2014.docx	-Unfortunately parents seem to lose interest in keeping up with what she is teaching their children over time	Outside or Unknown Variables, School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	-the story needs to be shorter, and easier for the instructor to navigate manually while telling the story to the children -Some of the illustrations need to be eliminated from the story, along with a great deal of text that was unnecessary in getting the lesson across to the kids and difficult for them to understand	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	-Children didn't get "work of the devil" -Change "police" to "guards", which they are more familiar with -Characters needed to be renamed to match south Indian figures they would recognize, so King Akbar story title changed to "King Krishna Devara's New Rule"	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	-Team considered also some of the language used in the story. The level of english for the students and teachers in the Tamil speaking schools is very low, so certain words must be adapted to make the english more simple to read and teach	Curriculum & Material Adaptability

Coded Journal Entries_KS_JUL- AUG2014.docx	-For this particular story the word "poop" didn't work. Kids might understand "dirty hands after bathroom" better	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	-printed copies of the book might be good for children to read on their own and improve their english -if there is no way to project or share images, could the teacher learn the story and share with the kids orally? (many S. Indian cultural stories have been told this way to children) -Could there be a tablet version vs. a printed version, so if teachers want to use the tablet to tell the story, it is easier to navigate?	Supplies & Cost

<p>Coded Journal Entries_KS_JUL- AUG2014.docx</p>	<p>We may not know the costs? - Concerned that the children will not understand the costs: the costs are cumulative, so they might be able to follow or understand.-Children's perceptions of time may be off,-May be more relatable if we relate it to the cost of something the kids understand or would buy (chocolate or doll?)-The point is to shock them with this activity- create a number that is going to scare them-Need to know the costs- we need to come up with estimations on costs for activity as back up-Will the children understand the concept of the time/days aspect of aspect (maybe money has a greater impact)-Maybe concentrating on days/time will not work, kids will think about missing school and miss the point-The cumulative and small steps of this activity has a greater impact... helps the kids follow the calculation they are more likely to remember or be impacted by this number (as seen in chessboard game)-If the kids estimate incorrectly we will need to guide them toward the actual costs/averages we have decided upon-Help kids understand that costs vary depending on illness, thats why we are averaging. You most likely will not fall ill with a major illness as often as they will visit the doctor for minor illnesses-The kids come from poor</p>	<p>Curriculum & Material Adaptability</p>
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	<p>backgrounds, they may not go to doctors often(although they may fall ill more often, they most likely visit doctors less often)-Adaptation for Sarada: lower estimates, because of above concernCosts of parents having to miss work to stay home with sick child-Should we keep the estimated costs to just class so it is more personal?-Maybe start with class level and compare to a relatable cost, then give them a school level cost that will have a great impact because of the larger number-Costs must be in Rupees not dollars (currently dollars in curriculum)-Need to have comparative cost (chocolate) figured out for activity</p>	
<p>Coded Journal Entries_KS_JUL- AUG2014.docx</p>	<p>-To make this activity logical we need to work on this activity -Skipping activity for now, because it needs to be recreated to be more logical for children to follow and understand</p>	<p>Curriculum & Material Adaptability</p>
<p>Coded Journal Entries_KS_JUL- AUG2014.docx</p>	<p>What is the objective of this game? What are we trying to teach? Reinforcement? -If we don't understand it, teachers may have have trouble understanding -Minor changes to cards need to be made, less writing and more bold large</p>	<p>Curriculum & Material Adaptability, Program Implementation Methods</p>

	<p>cards</p> <p>-Germs can win... should we change the cards?</p>	
<p>Coded Journal</p> <p>Entries_KS_JUL- AUG2014.docx</p>	<p>G. was unable to attend school that day, and A.doesn't know Tamil, so it was difficult to communicate with her. Once the interns arrived, she asked them in Tamil about what our plans were,</p>	<p>Communication-Language</p>
<p>Coded Journal</p> <p>Entries_KS_JUL- AUG2014.docx</p>	<p>Most of the floors in the classrooms are relatively clean, but some of the classes with more students (40+) are very dirty. The girls are packed pretty tightly in these classes. The class that didn't have desks was 6th grade. Now that I have attended the school several times, I have found that this particular group(class) of students shuffles around between three different classrooms. They typically do have desks, but I believe on some days they get moved to the room without desks if the other ones are occupied. (We have to try and find this class each time we are scheduled to work with them).</p>	<p>Facility Conditions, Supplies & Cost, School Administration & Institution</p>
<p>Coded Journal</p> <p>Entries_KS_JUL- AUG2014.docx</p>	<p>The story was read to the girls in Tamil, but the text of the story was in english. A couple of the students asked if it could be written in Tamil so they could read it. Because of the difference in language it was a little more difficult for me to follow along with the story but</p>	<p>Communication-Language, Curriculum & Material Adaptability, Supplies & Cost</p>

	the girls were constantly nodding their heads in understanding as the interns reading the story would often times stop to ask questions to the girls.	
Coded Journal Entries_KS_JUL- AUG2014.docx	It would be great if there were enough resources to teach each student how to make their own, or at least make a few to leave in the bathrooms at school	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	(this school has no soap in the latrine).	Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	May have helped too if the teachers would have allowed us to poke holes in the top of the bottle and really show them how to use it. Unfortunately the school won't allow us to do anything in the classroom that might get "messy".	School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	We do have concerns about teachers being able to provide these materials on their own.	Supplies & Cost, Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	Again, we run into the issue of having access to a screen or projector. This happens quite a bit at Sarada.	Supplies & Cost

Coded Journal Entries_KS_JUL- AUG2014.docx	Too many intern teachers at the front of the classroom is distracting.	Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	The schools that are being targeted will most likely not have computers or projectors (like this school).	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	The schools that are being targeted will most likely not have computers or projectors (like this school). Should we do more work testing activities with the tablets? Would only two tablets per room engage enough students? Maybe cheaper to work with printed supplements to distribute to schools... King Abar giant comic strip?	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	Teacher present in the classroom, this only happened one time on July 8 -Teachers may not be interested in our work, more so interested in the break. Would like the opportunity to clarify with them.	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	Not clear whether or not the girls grasped the concept, will have to check with the intern teachers on what their responses were in Tamil, but there didn't appear to be much shock or awe at the large number presented to them on the board.	Communication-Language, Program Implementation Methods

Coded Journal Entries_KS_JUL- AUG2014.docx	Padma adapted this story for today's lesson. We removed the text and only included images. There were also added introductory images at the beginning to show the children each of the characters and their traits (greedy, lazy, vain, etc)	Curriculum & Material Adaptability, Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	I was unclear whether Padma included questions after the story about what lessons were learned. I am wondering if this was because of the limited time this class had or if she felt the points had been made and understood by the students.	Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	*I'm a distraction... not sure what kind of effect it has to have teachers they are trying to impress, rather than being instructed by their regular teacher.	Program Implementation Methods, Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	Looks like they understand, but need to confirm with teachers on what kinds of responses they go in Tamil	Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	-group wants to show the disgusting box video to classes because the demonstration wasn't successful in the class and we are concerned that teachers will be unable to create the demonstration without a kit	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	-Discussion of using tablets/electronics to keep track and incorporate into the schools. Could be more cost effective than print outs, but as of now schools do not wish to budget for that.	Supplies & Cost

Coded Journal Entries_KS_JUL- AUG2014.docx	-Meena's Three Wishes Video- couldn't find a tamil version. There were only subtitles, but without access to a large screen all the girls can read it is not worth showing NOT DOING	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	None of the activities were prepared so we had to pull the material from Thursday to teach the girls, at least for the first session, which we only have 15 mins to complete.	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	Unfortunately most of these activities are not straight from the curriculum, they are more reinforcement activities we had planned so its losing some of the substance that is intended for the students.	Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	Even though we arrived almost 25 minutes late, there was no teacher in the classroom with girls.	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	The classrooms are very bare. There are two lights in each room but the classrooms are mostly lit from natural light through the open door and windows. We actually did visit one room where the girls didn't sit at desks at all. They just sat in rows on the floor while we taught.	Facility Conditions, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	Maybe teachers will have a greater insight into how to make this more effective. (Do the teachers have any interest?)	Teacher Commitment & Buy-In, Curriculum & Material Adaptability

Coded Journal Entries_KS_JUL- AUG2014.docx	Overall, not a very good use of time or resources for this session.	Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	When we arrived at the classroom the teacher was eager to leave, and let us just take over for the next 40 minutes	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	<p>-According to the teachers some of the questions were difficult for them to understand. They may not apply to these girls, and therefore were not able to answer them.</p> <p>-Questions should have been reviewed a bit more closely, and tailored to the girls level of understanding. We should have an idea of what that is by now (at lease the Tamil teachers should)</p>	Curriculum & Material Adaptability, Program Implementation Methods, Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	Long pause between activity.... Lost girls attention...	Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	The remaining girls are going to play charades: Again, this was supposed to be a reinforcement lesson on Thursday after todays teaching activities, but we don't have those prepared properly.	Program Implementation Methods, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	This activity does not engage all the students... so there is a great deal of loss of attention between rounds.	Program Implementation Methods

Coded Journal Entries_KS_JUL- AUG2014.docx	Again, no teacher when we entered the room, even though we came at a different time than what was scheduled	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	teachers help will hopefully make an impact on the success of this activity... will be interesting to see if this class returns theirs because of this...as compared to the other classrooms without teachers	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	Preparation should not be done in the classroom, very unprofessional	Program Implementation Methods

<p>Coded Journal Entries_KS_JUL- AUG2014.docx</p>	<p>We arrived at Sarda, and none of the preparation for class had been done. I had asked G. if all the supplies were available and he said yes. I guess he forgot to assign them. I am worried that our evaluation of the curriculum will be skewed by this lack of professionalism. I don't believe that cultural differences are to blame. The project needs to be implemented full force. Because the activities were not prepared and we began the session late I feel like we lost the momentum of the subject matter. We had to do more reinforcement based activities (that had been planned for Thursday) without actually doing the lessons. It was difficult to tell how things were going, due to the language barrier, but I know the first two sessions were rocky (lack of preparedness and lateness). In the end the Tamil speaking intern teachers did seem to think the girls got and understood the activities. So overall it wasn't a total disaster. It has been a difficult balance figuring out what our roles are here in this project. It is so nice having Ricky here, but we are both unsure of what we are supposed to be doing. I feel the need to intervene with the team management from time to time as G. never manages anything and A. didn't appear to care at all about the session today. I even saw X sleeping in</p>	<p>Program Implementation Methods</p>
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	<p>the back of one of the classrooms. There seems to be a lot of wasted time and effort because of this. I honestly don't believe David would be thrilled with how this project is being led and implemented. So hopefully a partnership with Teach for India will give Ricky and I a much clearer representation of what is working and not working with the curriculum. I also think Divya and Bhagya will have a lot of great suggestions on how its worked for them and also their experience working with other teachers in India.</p>	
<p>Coded Journal Entries_KS_JUL- AUG2014.docx</p>	<p>I am very curious about what teachers think, and what is really possible in schools with little resources or support.</p>	<p>Teacher Commitment & Buy-In, Supplies & Cost, School Administration & Institution</p>
<p>Coded Journal Entries_KS_JUL- AUG2014.docx</p>	<p>Had to hold class on school yard, room with projector unusable.</p>	<p>Facility Conditions, Supplies & Cost</p>

Coded Journal Entries_KS_JUL- AUG2014.docx	I later learned, that the teachers are required to report these activities by the administration. This is most likely due to the Skrikanths connections with the school, which is why we are here.	School Administration & Institution, Program Implementation Methods, Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	We did not pass out the calendars in Session II due to the lack of time management. Hopefully we will get the opportunity to do so next time.	Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	Confusion and chaos could be avoided with better preparation.	Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	-kids already know that water is dirty. These kids probably are already provided boiled or filtered water at ho	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	I never quite know whats going on. Ricky and I have made attempts to try and manage the project to this point and we are doing pretty well. Although, X has his own agenda and instructs the interns against what we plan. Its difficult for us to get supplies since we have few modes of transport, don't know language, and still get lost often when we leave the house.	Communication-Language, Outside or Unknown Variables, Supplies & Cost, Program Implementation Methods

Coded Journal Entries_KS_JUL- AUG2014.docx	We relay heavily on the experienced and local interns to gather supplies for the activities and we are beginning to be able to know whom we can rely on to do their part. When we set assignments, the consistent lesson we have learned is that Guatam will not do his part and will change plans without informing Ricky or I. It can be extremely frustrating.	Program Implementation Methods, Supplies & Cost, Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	-Video: Without the correct equipment we are relying on a computer screen provided by one of the intern teachers	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	Many of the girls can't see the screen, lost attention. I can't tell if they got anything out of the video. A live demonstration may be more valuable. We had to show the video twice, once to each side of the room, so the opposite side was left to do nothing.	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	-unfortunately I don't believe its was administered as well as it could have been. Its not the interns fault, they are working as hard as they can. I want to help move things along but I'm at a loss without knowing what the girls are saying, or how to give them instructions they will understand	Communication-Language, Curriculum & Material Adaptability, Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	-I don't think the whole class got the opportunity to see the video. Again, we have over forty students and a small laptop screen. We need a projector, otherwise videos and media are	Supplies & Cost

	pointless and lose effect.	
Coded Journal Entries_KS_JUL- AUG2014.docx	We did find a smaller shadier location on the yard, and with instructions provided before hand it went so much better.	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	Obstacles for this activity: number of intern teachers, number of students, and translations of the rules to the students	Facility Conditions, School Administration & Institution, Teacher Commitment & Buy- In, Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	Anjana and Ashwini are amazing intern teachers. They took the lead today because they know Tamil and X and Y seem to have better things to do than pay attention.	Teacher Commitment & Buy- In
Coded Journal Entries_KS_JUL- AUG2014.docx	have better things to do than pay attention. -X made girls who didn't bring calendars write lines over and over again in their notebooks. Then made them stand up and show the class. I think this is harsh and ridiculous coming from someone who the girls don't even see on a regular basis. X is the worst administrator and causes more problems than is helpful.	Teacher Commitment & Buy- In, Program Implementation Methods

Coded Journal Entries_KS_JUL- AUG2014.docx	-He doesn't take any of this very seriously and its so frustrating.	Program Implementation Methods, Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	*I try to write down each time I need someone who speaks Tamil to translate something that happened during class but its hard to pick out what is significant and what is not. Since I don't understand anything maybe all of it is.	Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	-The story is read off an intern/teachers smart phone, since we don't have Internet and it was not uploaded correctly	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	The activities seem to be dependent on the quality of the teacher. We have seen this several times.	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	All activities need to be re-worked and adjusted with each classroom. This is probably true for each school, each City, each State, and Country	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	Next time we will assign specific intern teachers for each activity to hopefully improve the smoothness of our activities in each classroom. Hopefully this will prevent distractions from the lessons of each activity when too many people are trying to teach.	Program Implementation Methods

Coded Journal Entries_KS_JUL- AUG2014.docx	-kids can't understand X, she is a terrible teacher	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	-The activity should be written in this way so students can see and understand the process of how other people going in the street effects them. (These students have access to bathrooms and clean water at home).	Curriculum & Material Adaptability, Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	*Children in PS are organized by gender at all times. When we mix them up, the teachers and the students appear startled... but okay to do it seems.	School Administration & Institution, Outside or Unknown Variables, Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	-We need to specify in the instructions that the student holding the card will prompt them for the motion during the story. This was left out of the instructions, and the students are trying to figure it out. It is the participant's job to cue the other students.	Curriculum & Material Adaptability, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	-The students can't see the board being written on, so the figures have no impact on the activity	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	-This could be achieved with better preparation, otherwise there is no flow and there is little effectiveness or impact	Program Implementation Methods

Coded Journal Entries_KS_JUL- AUG2014.docx	-The yard is put back together, but the ground is rocky and uneven so this could make the games difficult to play. We didn't collect calendars either because we are outside today.	Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	This activity needs to be completely re-written The instructions are too difficult to explain and the students all seem confused... so do the teacher interns. The game doesn't allow for all the girls to participate	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	The play yard is in really bad shape, we have to find a smaller space where we won't worry about the students falling and hurting themselves We played with stones, and this is not a good idea. We need a softer more safe item for them to play with. This game makes me super nervous. We need buckets to act as the plates of food	Supplies & Cost, Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	This was a complete failure. The lesson of the activity is super unclear and not translated at all by the activity.	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	Difficult to define stones in the yard from the ones we are playing with in this game. We need more obvious items that will not mix in	Supplies & Cost

Coded Journal Entries_KS_JUL- AUG2014.docx	-Some of the girls asked us how they could make them, we said we would show them next time... maybe we can make them an instruction sheet?	Curriculum & Material Adaptability, Program Implementation Methods, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	Did not get that the stones are poop, and they mean someone has defecated in the open Tried to change from food to dirty food They didn't get the lesson at all Game maybe too difficult to be conducted	Curriculum & Material Adaptability, Program Implementation Methods, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	-Today was super frustrating, not understanding what is going on, and being at the mercy of others is annoying	Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	Breaking Sticks: No sticks, so using notepad and showing the students that they can't tear it. Then using individual sheets to show how easy it is to tear, then asking them what this lesson means	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	-Informal classes today, haven't seen one teacher	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	This took a long time to set up, and the students were easily distracted causing quite a bit of chaos -This game is boring, but this may be because I have no idea what is going on -Spent so much time setting up, then its just a boring story thing	Curriculum & Material Adaptability

Coded Journal Entries_KS_JUL- AUG2014.docx	The flytraps didn't work and stick. The girls said their teacher told them to throw it away because it was gross.	Curriculum & Material Adaptability, Teacher Commitment & Buy-In, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	-This activity was completely dependent on Anjana's explanation.	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	We need to have enough for all the girls to play, otherwise the remaining students become distracted and uninterested	Supplies & Cost, Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	-Students did seem concerned as to why they were not being served the "food" in this game but not sure if they really understand the shame part. Its kind of a stretch.	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	-These instructions are taking forever, what does this mean?	Curriculum & Material Adaptability, Communication- Language
Coded Journal Entries_KS_JUL- AUG2014.docx	-Teachers? This is all dependent on them	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	Teachers? This is all dependent on them Example: Raju wants to bring in teachers to his new school to improve the quality of education the students in the area receive -Improve likelyhood of teachers success	Teacher Commitment & Buy-In

	by providing them with an appropriate tool box to teach with . Otherwise its all on their shoulders and how do we monitor that they are actually doing any of the activities.	
Coded Journal Entries_KS_JUL- AUG2014.docx	-Littering in the area is the norm (except in Delhi), there are no fines for littering here	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	Card Game: Too loud and wild. A teacher from another classroom came in said the yelling from the game was disturbing her class. One little girl was almost trampled, there is not enough control in the classroom	Curriculum & Material Adaptability, School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	We had planned an outdoor came, that we can't complete now because there was a bunch of rain last night. I'm not sure what is going on, X didn't bring the supplies he was supposed to and we need supplies since the yard is too wet to play on	Facility Conditions, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	-Because it took such a long time to get started they are distracted and don't appear to be listening too well	Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	-The tablets were not brought, I thought that's why David bought them? X has control over them and will not bring them when I ask	Supplies & Cost

Coded Journal Entries_KS_JUL- AUG2014.docx	-Majority of the classroom conversation directed towards the boys side of the room	School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	Exams are starting tomorrow, so the students are not very attentive	School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	We need to work in small groups otherwise technology has no advantage in teaching these lessons. Class size makes a huge difference in how things play out	Supplies & Cost, School Administration & Institution, Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	Easier to work with forty students rather than eighty students-X only instructs his attention toward the boys side of the room	School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	-Tried to ask her if there were any other topics that we should teach or include. She said no, and appears to only want to be complimentary -But she kept talking about how much she loves being a teacher	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	-Tried to ask her if there were any other topics that we should teach or include. She said no, and appears to only want to be complimentary -But she kept talking about how much she loves being a teacher	School Administration & Institution

Coded Journal Entries_KS_JUL- AUG2014.docx	-Tried to ask her if there were any other topics that we should teach or include. She said no, and appears to only want to be complimentary -But she kept talking about how much she loves being a teacher	Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	B3ecause we didn't have the playground today we only talked at the students and there was no engagement	Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	Administration at schools is a huge barrier	School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	Costs are a barrier as well. Can we make rotating supply kits to aid teachers	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	* KEY NOTES: Today for the first time we have a teacher with us, we have never had this before. Most likely due to the fact that David is here and met with the Headmistress before the first session began.	School Administration & Institution, Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	He asked her if she knew about our project and if she had been a part of any of it, and she said no, and didn't know anything about it.	School Administration & Institution

Coded Journal Entries_KS_JUL- AUG2014.docx	-Gautams mom told us about her involvement in the school	School Administration & Institution, Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	*** Good behavior may be increased (although this group is usually very good) because of the teacher we have present with us today.	Teacher Commitment & Buy-In, School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	** Lots of notes will need to be complied at the end of today because of shortage on Tamil speaking staff (all had to be involved in the process of getting the girls ready for the ga	Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	-Aishwaryas dad translated the letter for us, and the girls took turns reading the questionnaire back to us, they seem to be just fine reading it	Communication-Language, Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	-a lot of the girls bring up smoking in their posters... this must be something that is happening at home and maybe its a way for them to express that they are around it and they know it is not healthy	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	*First time there was a teacher when we arrived at the classroom. She had no problem leaving when she saw us arrive (maybe because she saw David)	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	Possible that the headmistress made sure someone was standing in while David is here since she escorted him upstairs -Found out later on that she was not the teacher, just standing in the class for our arrival	School Administration & Institution

Coded Journal Entries_KS_JUL- AUG2014.docx	-Usually I like to walk around and see what the girls are doing, especially during these kinds of activities...This class is difficult because every time I stand up they bombard me. I easily distract them, and it is important that they complete this activity today during class. I had to disrupt the class when it is going somewhat well.	Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	I had Anjana narrate one for me, and it was a very clear and concise fly and poop story	Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	-Anjana did say that some of the girls brought up drinking and driving in their story boards or not smoking again. She told them to focus on the subjects they have learned in this class but that those are valuable as well.	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	Had to cancel because cards were not sent to Sriram for printing. Story boards took up the whole class time since we allowed them to share with one another so th	Supplies & Cost, Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	-NEED TO CLARIFY WITH ANJANA	Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	I'm not completely sure if this was completed or not... maybe they are going to bring them back on Thursday for the Headmistress to see.	Communication-Language

Coded Journal Entries_KS_JUL- AUG2014.docx	*** Asked Anjana and she said all the posters were anti drinking and smoking.. asked them to do more and return on thursday with ones pertaining to the topics that they learned in class	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	*There quite a few empty seats in this class today which is unusual. There is a sports even happening outside so that may be why... I did recognize at least one of the girls from this class, out practicing the long jump in the yard	School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	(note: her head is almost completely shaven.. lice? she also sitting on her own)	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	13 Girls are missing from the session, they are all in their play clothes to do sports in the play yard.	School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	There is not a consensus in the class it feels like. Some students look puzzled and some are nodding their heads as if they get it.	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	There appears to be a gap in knowledge throughout the classroom	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	The room is so loud as there are over 100 students in the same large house with no walls There is no space between the rooms either	Facility Conditions

Coded Journal Entries_KS_JUL- AUG2014.docx	They didn't know that word poop, so Divya says number two, and they appear to understand that	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	Diarrhea: they only know loose motion	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	This story is completely reliant on Divya: She can't just read and show the pictures, she has to break each section down and explain what things mean or adapt the language to something that her students will understand	Teacher Commitment & Buy- In, Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	-There is nowhere for her to set her laptop down either, she must hold it up and read it while showing her students. She tries to move about the classroom to make sure everyone can see	Supplies & Cost, Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	*There is no yard at this school, no where for the students to go... its completely congested with students and is pretty dark inside. There are no windows and it is so hot I want to pass out	Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	n (she compares to cobra)	Curriculum & Material Adaptability

Coded Journal Entries_KS_JUL- AUG2014.docx	Would love to have the resources to give her students paper copies of books. This could be a good English lesson for them	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	*Students and teachers are only allowed to speak English-you are penalized for speaking any other language	Communication-Language, Facility Conditions, School Administration & Institution, Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	*Divya has brought in two small white boards and uses this to write and draw pictures for her students	Supplies & Cost, Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	-Using soap isn't on their radar at all. They do know a lot about not drinking dirty water though	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	They didn't know the word "prevent"	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	So hard to hear the students because its so loud in here	Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	This may help students some but there is no system to provide soap to back up lessons. The students don't even have clean water at school. There is no soap here either, and the institution is so strict its appears impossible for one teacher to	Facility Conditions, Supplies & Cost, School Administration & Institution, Teacher Commitment & Buy-In

	alter the system. I am in awe of Divya, I would never be able to work in these conditions	
Coded Journal Entries_KS_JUL- AUG2014.docx	-Drainage near home, lots of flies there and mosquitos. They get bites daily -Mosquitos are come and biting at night	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	-no drainage in home, the outside bathroom is full of flies -house near company where there are so many flies and bugs	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	Eight of the student raised their hands when asked if they have a bathroom that is outside the house (I may assume that there are more that may be embarrassed to share that with us)	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	-coldwater? (I think they mean untreated water when they say cold)	Communication-Language, Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	-germs, some kids (about four) raised their hands that they had been sick with malaria and typhoid)	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	*All bathrooms they have access to are bad, so not sure if they understand this concept.	Facility Conditions, Outside or Unknown Variables

Coded Journal Entries_KS_JUL- AUG2014.docx	*I can barely focus in here. I feel like passing out. I don't understand how anyone can stand to be here all day. Holy cow.	Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	Divya gave us a tour of the school. It was strange because she had to lie to the headmaster of the school to let us in. They are very secretive or private about what is happening inside the school and it feels very strange here.	School Administration & Institution, Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	She took me into the area where the girls use the bathroom. There is just a ditch that is dug along the floor behind a wall. There is fecal matter everywhere. Divya said she can't use the bathroom here, obviously. She asked two of the students if they use soap in the bathroom. They just looked at her confused.	Supplies & Cost, Facility Conditions, Outside or Unknown Variables, School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	Jingle-We Are the Healthy Team Ran out of time Quiz and Assessment: What Was Your Favorite Activity!? Ran out of time	Program Implementation Methods, School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	-Hoping we can leave them a copy and see if a teacher can give it to them to play at break time -Otherwise I will work with David to get the school a copy of a revised version and some kind of playing pieces (or maybe they can choose their own)	Supplies & Cost

Coded Journal Entries_KS_JUL- AUG2014.docx	-Used take a bath everyday, this is not realistic for most children this curriculum is aimed toward... maybe the children at PS but otherwise this should not be added to this activity.	Curriculum & Material Adaptability, Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	-No students brought the calendars with them as their teachers collect them. -Spoke with one teacher and she said they are required to bring them each day and show them to her. -She said that she is strict about them and they carry them in their backpacks and return each day.	School Administration & Institution, Program Implementation Methods, Teacher Commitment & Buy- In
Coded Journal Entries_KS_JUL- AUG2014.docx	Ran out time again!!! Going to start with this in the next session to make sure we give it a fair trial	Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	-Activity is reliant on the teachers involvement and knowledge as well as energy and patience level	Teacher Commitment & Buy- In
Coded Journal Entries_KS_JUL- AUG2014.docx	-This time we requested that the students come prepared with their own pencils, this way we could avoid less confusion and chaos in distributing them *** Supply Demand	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	*This is half the students of last time, so this may contribute to some of this success	Program Implementation Methods, Facility Conditions

Coded Journal Entries_KS_JUL- AUG2014.docx	*** Ritual needs to be created for bottle monitor to take the bottle to the office and their is a clear system for them to get more soap that is in the office. An intern will need to teach this and negotiate with headmistress on what she would like to be done	School Administration & Institution, Outside or Unknown Variables, Program Implementation Methods, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	(We donated a large bag of detergent this morning)	Supplies & Cost, School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	-I think they are missing the point on unity for this exercise and I can tell that the interns who are instructing are struggling to get the point accross. -I asked them to try it again, reiterating that if they don't work together they will all fall. When the interns did this they all sat on the ground.... Okay next activity	Curriculum & Material Adaptability, Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	-It will be interesting to see if this class sticks with it, hopefully the sense of ownership is empowering to them.	School Administration & Institution, Supplies & Cost, Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	-Smoking came up again. This is something we really didn't cover in the sessions we taught -Smoking continues to show up again and again, leading me to believe its something they don't like and are probably exposed to quite a bit outside of school (parents, neighbors , ect.)	Outside or Unknown Variables

Coded Journal Entries_KS_JUL- AUG2014.docx	-they seemed distracted and embarrassed by this activity... didn't like the idea of sitting on each other even though they appear to be close friends (probably due to their age, they seemed a bit self conscious)	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	-Again, it appears that we are not monitoring it closely. I asked the interns if all the students had brought them in or if there were any that had excuses for not having them and they said most of them had brought them (wish I spoke Tamil right now)	Communication-Language, Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	Outdoor games began outside and the play yard had turned into a track, with about fifteen students racing around it.	Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	-The other side of the yard was all mud so we couldn't do it there either	Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	-This game also had to be altered due to the outside yard being unavailable	Curriculum & Material Adaptability, Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	*** Need to find out which topics the students were best at, and which ones they struggled with	Communication-Language

Coded Journal Entries_KS_JUL- AUG2014.docx	NOTES: As usual working at Sarada can be difficult. Not knowing the language can be extremely frustrating because I don't know how they are responding, other than by their physical or facial reactions to things	Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	A few of the activities could have been improved I think through better explanation, but not being able to communicate meant I had to rely on others to do it for me. Things felt a little lost in translation as usual, but I know the interns were doing their best and working incredibly hard.	Communication-Language, Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	Sitting in a Circle on Knees: We are going to do this activity in class because there are activities happening on the play yard outside	Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	-I reexplained the activity to the interns and they said they would try again then they didn't -They have no idea what this is supposed to look like, and the girls just seem confused.	Curriculum & Material Adaptability, Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	*today many of the students are arriving late	School Administration & Institution, Outside or Unknown Variables

Coded Journal Entries_KS_JUL- AUG2014.docx	-The interns we have now are supposed to visit the school next week once we have left. They need to check in with the bottle and see if its being used/ or if it is even in the classroom	Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	Calendar Check Ins: Not sure whats happening, I see a few girls with the calendars, but it doesn't appear that we are really checking them as planning... no sure why	Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	-Providing them with these supplies, will hopefully help them continue this behavior and get into the habit of using soap	Supplies & Cost, Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	Super frustrating to watch because the interns clearly still don't get it, and I can't communicate with the students. Should have brought a picture to explain?	Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	-The intern teachers are getting frustrated too and the girls are awkward about sitting on each others laps so they are becoming super goofy	Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	-I didn't understand their responses because I don't know Tamil, but I did here hand wash, cover food, glitter ball, and filter race.	Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	-I feel like this is all going to fall apart since we are gone, not sure if enough structure or commitment has been put into place by anyone	Facility Conditions, Outside or Unknown Variables, School Administration & Institution, Teacher Commitment & Buy-In,

		Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	We tried to play games outside but its too muddy I guess	Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	This is except for the bathroom. They have to keep the gate to the bathroom locked so the kids wont go in without a teacher, otherwise they play in the poop or don't use the toilets. I saw a little boy pee on the floor, gross. Sharon doesn't use the bathroom at school, she showed us the "teacher's" bathroom and it is disgusting. There is no maintenance. I guess a while ago a student almost drowned in the wash basin in the bathroom (now full of poop).	Facility Conditions, School Administration & Institution, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	New filtration system, Unfortunately, it will not be maintained and eventually will go bad.	School Administration & Institution, Facility Conditions, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	-the outside taps for washing hands don't work and there is no soap to be seen anywhere.	Supplies & Cost, School Administration & Institution, Outside or Unknown Variables, Facility Conditions

Coded Journal Entries_KS_JUL- AUG2014.docx	-The playground is pretty run down	Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	(a while ago a child died from food served by a government aided school in another state) that's scary	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	-The students come to the school from a nearby slum. Sharon tells us that they live in one room shacks with their whole family and see many things they shouldn't have to see at their age.	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	-They don't have bathrooms at home, and most likely openly defecate when at home	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	Many of the students don't wear the shoes to school because their families save them for special occasions	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	-She is a great teacher and works so hard to keep their attention	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	-Sharon brings soap to her classroom for her student s	Supplies & Cost

Coded Journal Entries_KS_JUL- AUG2014.docx	<p>-there is a student in her classroom that showed up at school one day and didn't speak Tamil. Sharon speaks at least four languages and still can't figure out what language he knows.</p> <p>-This is so strange to me, but I guess what else can she do?</p>	School Administration & Institution, Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	<p>-Sharon uses facebook to get supplies for her classroom. She said people always are interested in helping her and her students out. Otherwise she doesn't have any money or time to get supplies for activities or to try and do something interactive with her students</p>	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	<p>-She doesn't have desks in her classroom, and it looks like very few classrooms do have them at all. This doesn't seem to bother her at all.</p>	Supplies & Cost, School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	<p>-She doesn't have desks in her classroom, and it looks like very few classrooms do have them at all. This doesn't seem to bother her at all.</p>	Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	<p>-They insist that the genders be separated, so I had to go sit on the other side of the room</p> <p>-Could this be because we are here?</p>	School Administration & Institution, Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	<p>*then the teacher coughed into her hands</p>	Teacher Commitment & Buy-In

Coded Journal Entries_KS_JUL- AUG2014.docx	This teacher coughed again and didn't cover her mouth at all	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	where is the soap? She is talking about soap... could that be part of the demonstration? DO they even have any access to soap?	Supplies & Cost, School Administration & Institution, Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	All the students said yes, then Bhagya asked them where they got the soap at school? Then they all put their hands down -They do say they have soap at home and they use it everytime when they are there	Facility Conditions, School Administration & Institution, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	*they seemed to understand that example when he said that, but they didn't seem to have many answers or responses to his questions	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	There are five other Teach for India fellows working at this school	Teacher Commitment & Buy-In, School Administration & Institution

<p>Coded Journal Entries_KS_JUL- AUG2014.docx</p>	<p>The story needs to be adapted based on local culture. This includes characters names, simpler english that can be translated by teachers to the student's language. The story also needs the text to be translated in the native language of the student's. Words that may not translate in various cultures need to be amended. In the original version many of the students in Chennai didn't seem to recognize or react to many of the characters. Using names that they know excites them. King Akbar isn't as familiar to the students in Southern India. King Krishnadevaraya is a name that they know and will help them remember the story and it's lessons.</p>	<p>Curriculum & Material Adaptability</p>
<p>Coded Journal Entries_KS_JUL- AUG2014.docx</p>	<p>Tablets may be too small to show all the students. In the schools so far, we have worked with class sizes of 40-80 students for majority of the sessions. Because some schools, may not have the funding or resources to have projectors, King Akbar in story book form (with multiple copies available) may be best, or possibly a comic strip style storyboard that could be printed and provided to the teachers. This could be posted on the board in the front of the class room, with the main images printed largely for the students to follow along with the story.</p>	<p>Supplies & Cost</p>

Coded Journal Entries_KS_JUL- AUG2014.docx	Activity would work best if each student (or maybe pairs of students) could make their own bottle in class. This might increase the chances of them taking this lesson home, and making the bottles for their bathrooms at home. Important to make bottles for the bathrooms at school. May need schools permission to do so. *possibly supply refill resources (soap ect) to school for the first few refills. Teachers/headmistress may need to assign a few students to be in charge of monitoring bottles.	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	Plastic bottles is something this is readily available. Students purchase drinks from local stores, and as do many teachers and most likely their parents. Purchasing cold drinks and water is very common due to the heat. Could be easy to have children collect bottles at home or at school for this activity. The only supplies needed in that case would be clean/filtered water, and soap packets.	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	Needs multiple boards printed to allow the most possible students to play. If there are only a few boards, which was the experience in Chennai, the students who do not get the opportunity to play quickly lose interest.	Supplies & Cost

Coded Journal Entries_KS_JUL- AUG2014.docx	Instructions need to be simplified for teachers, so they can be translated easier to the students from the teacher in their native language. It may be more successful if instructions were in video form (may not be able to share with class without projector).	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	-Projectors may not be available, the video would need to be shown on a tablet or lap top. This would need to be provided to the teachers.	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	-Class size is another factor with showing a video without access to a projector	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	This is where the schools system of discipline or classroom discipline systems will play a key role in the responsibility of keeping track of classroom progress.	Teacher Commitment & Buy-In, School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	Example: We have adapted this story telling method to the Gerry the Germ Story. This makes the story more interactive, and allows the students the opportunity to be a part of the story.	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	-Activities are more unstructured than what is currently taught by most teachers (teachers need to adapt and so do the kids) -Schools regulations (camera on the PS play yard for example, principle could see the chaotic activity and the teacher	School Administration & Institution

	feared it would not be appropriate)	
Coded Journal Entries_KS_JUL- AUG2014.docx	-Activities went better after the first try... 2nd or 3rd the activity became better (teacher became better with practice and figured out what was working and what wasn't)	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	-Teachers, parents, or schools, focused on academic marks	Outside or Unknown Variables, School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	How schools are run, and the opportunities and challenges they present to us and what we are trying to do.	School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	-Lessons taught in Sarada seemed to sink in much more	Facility Conditions, Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	-Frustration brought on by children not listening and acting out of line (hard for untrained teachers to manage)	Program Implementation Methods, Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	-When we brought up diarrhea, they knew "loose motion"	Curriculum & Material Adaptability

Coded Journal Entries_KS_JUL- AUG2014.docx	-When they got to all participate, the activity worked. Not completely dependent on the teacher (soap snap, grandma wants your candy, contract)	Curriculum & Material Adaptability, Program Implementation Methods, Teacher Commitment & Buy- In
Coded Journal Entries_KS_JUL- AUG2014.docx	-Even if state government required: is there motivation from teachers? Where will they get the materials? The teachers have to improvise and make things relatable to the students to help them understand	Teacher Commitment & Buy- In, Supplies & Cost, School Administration & Institution, Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	changing health education into something that is more exciting and interactive to children to learn (there is already a slot for this in the school day)- Potential to succeed by the addition of health awareness in the country in general-Prime Minister included in his independence speech-campaigns by soap companies-live to five campaign's (washing hands can save your life)- Using motivated student organizations as a tool to come into the schools	School Administration & Institution, Outside or Unknown Variables, Curriculum & Material Adaptability, Supplies & Cost, Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	-Activities relying on teachers	Teacher Commitment & Buy- In
Coded Journal Entries_KS_JUL- AUG2014.docx	-Materials	Supplies & Cost

Coded Journal Entries_KS_JUL- AUG2014.docx	Language Barriers & Cultural Barriers	School Administration & Institution, Outside or Unknown Variables, Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	-Requires translations and adaptations	Curriculum & Material Adaptability
Coded Journal Entries_RW_JUL- AUG2014.docx	Keep cramming forward, projection not available maybe fifty in class	Supplies & Cost, Facility Conditions, School Administration & Institution
Coded Journal Entries_RW_JUL- AUG2014.docx	-getting even tap water is a hassle	Supplies & Cost, Facility Conditions
Coded Journal Entries_RW_JUL- AUG2014.docx	*words like “water filter” don’t exist in Tamil	Curriculum & Material Adaptability, Communication- Language
Coded Journal Entries_RW_JUL- AUG2014.docx	-girls were confused by rules, took a while to explain	Program Implementation Methods, Curriculum & Material Adaptability
Coded Journal Entries_RW_JUL- AUG2014.docx	School system only focused on churning out numbers who can work, not actually teaching	School Administration & Institution, Outside or Unknown Variables

Coded Journal Entries_RW_JUL- AUG2014.docx	<p>No calendars or supplies for a few key activities</p> <p>Next time write down who's bringing what!</p> <p>If supplies not available that morning, have another activity planned</p> <p>-maybe fun activities from earlier class sessions</p>	Program Implementation Methods, Supplies & Cost
Coded Journal Entries_RW_JUL- AUG2014.docx	With story being told verbally, no pics, it's a little long and girls seem to on/off attention (X is sleeping in the back)	Supplies & Cost, Program Implementation Methods
Coded Journal Entries_RW_JUL- AUG2014.docx	Desks pushed to sides, sitting on a pretty dirty floor	Facility Conditions
Coded Journal Entries_RW_JUL- AUG2014.docx	<p>-Kids either eat at school mess where they get metal plate with food that they eat with hands or</p> <p>-they bring their own in metal containers, also eat with hands</p>	Outside or Unknown Variables, School Administration & Institution, Facility Conditions
Coded Journal Entries_RW_JUL- AUG2014.docx	Class outside is nice, but talking/teaching is difficult in yard surrounded by activities	Facility Conditions
Coded Journal Entries_RW_JUL- AUG2014.docx	Difficult to really evaluate curriculum when its being administered poorly	Curriculum & Material Adaptability

Coded Journal Entries_RW_JUL- AUG2014.docx	Poop time with Guatam -The more mere mention of poop makes them laugh frantically -when trying to be funny it makes this kinda difficult	Curriculum & Material Adaptability
Coded Journal Entries_RW_JUL- AUG2014.docx	-Encourage them to act more? As story is read, but they're not given/encouraged to do motions, the girls just stand there	School Administration & Institution
Coded Journal Entries_RW_JUL- AUG2014.docx	Play yard filled with dirt piles. Moving activity to Thrudsay to do with other activity outside. Hopefully that ends up being more efficient.	Facility Conditions
Coded Journal Entries_RW_JUL- AUG2014.docx	Play yard filled with dirt piles due to construction on other side of school.	Facility Conditions
Coded Journal Entries_RW_JUL- AUG2014.docx	I believe the whole rowdy class problem is solved with a single, respected (by the girls) teacher	Teacher Commitment & Buy- In
Coded Journal Entries_RW_JUL- AUG2014.docx	Where do the "poor people" go to the bathroom Seems like a bad way to say that Maybe culturally that entirely okay to say	Outside or Unknown Variables
Coded Journal Entries_RW_JUL- AUG2014.docx	Feasible for a single teacher?	Teacher Commitment & Buy- In

Coded Journal Entries_RW_JUL- AUG2014.docx	In “talks” one must ensure they’re asking guided questions beyond just yes/no questions	Teacher Commitment & Buy-In, Program Implementation Methods
Coded Journal Entries_RW_JUL- AUG2014.docx	Poo on the railway station seem to be common knowledge	Outside or Unknown Variables
Coded Journal Entries_RW_JUL- AUG2014.docx	It’s very frustrating when you have good activities planned, but the person who should be in charge doesn’t take that role and we’re left standing around staring at the kids	Program Implementation Methods, Supplies & Cost
Coded Journal Entries_RW_JUL- AUG2014.docx	Poop and Flies Game needs to be done in larger area, better defined rules, and better tokens for “poop” tubs and buckets for plates	Facility Conditions, Supplies & Cost
Coded Journal Entries_RW_JUL- AUG2014.docx	What is the message? Cover food or toilet in latrine?	Curriculum & Material Adaptability
Coded Journal Entries_RW_JUL- AUG2014.docx	-Hopefully Padma or Sriram can continue visiting on Saturdays to check in on the game	School Administration & Institution, Outside or Unknown Variables
Coded Journal Entries_RW_JUL- AUG2014.docx	For contracts, we can attempt to get blank business cards from a print shop	

Coded Journal Entries_RW_JUL- AUG2014.docx	-They included lessons like I will not smoke and I will not drink	Outside or Unknown Variables
Coded Journal Entries_RW_JUL- AUG2014.docx	*We actually have the teacher sitting in today, well standing up front -The headmistress is hovering-The teacher makes the kids scared -Definitely not a typical day -Kids are much less talkative but also much less interactive. Just sitting quietly -Same teacher hovering over this class	School Administration & Institution
Coded Journal Entries_RW_JUL- AUG2014.docx	For the first time we saw the teacher of the rowdy class (second, seventh grade classroom	Teacher Commitment & Buy-In
Coded Journal Entries_RW_JUL- AUG2014.docx	-Not having a solid way to discipline them makes everything difficult	School Administration & Institution, Teacher Commitment & Buy-In, Program Implementation Methods
Coded Journal Entries_RW_JUL- AUG2014.docx	*the room we are in is not conducive for teacher-student interactions	Facility Conditions, School Administration & Institution
Coded Journal Entries_RW_JUL- AUG2014.docx	-Handing out cards (they have not had any explanation as to what to do with them) -Anjana has to sharpen pencils	Supplies & Cost

Coded Journal Entries_RW_JUL- AUG2014.docx	*The teacher was present in the rowdy seventh grade class, but happy to leave when we arrive	Teacher Commitment & Buy-In
Coded Journal Entries_RW_JUL- AUG2014.docx	-Sit on knees: didn't work, the intern teachers didn't understand it (even though they said they did) and then it was lost on the students. We can't speak Tamil, making intervention impossible so we gave up on this activity	Curriculum & Material Adaptability, Communication- Language
Coded Journal Entries_RW_JUL- AUG2014.docx	For Future: Need a scoop for the soapy bottle Demonstration Sheet with Instructions	Supplies & Cost
Coded Journal Entries_RW_JUL- AUG2014.docx	They guys only speak Hindi, so there is a translator with will speak Tamil to the people in the village. (we have Tamil being translated into English by Padma so we can understand)	Communication-Language
Coded Journal Entries_RW_JUL- AUG2014.docx	-Many kids don't wear shoes to school because they want to save them for special occasion	Outside or Unknown Variables
Coded Journal Entries_RW_JUL- AUG2014.docx	-Room with three stalls and a trough (for washing hands?) -Saw students peeing on the floor -They must keep them locked as students may go in and play with poo	Facility Conditions, School Administration & Institution, Supplies & Cost
Coded Journal Entries_RW_JUL- AUG2014.docx	-No working running water -A student nearly drowned in the hand washing tubs in the bathrooms -New filter system installed very	Supplies & Cost, School Administration & Institution, Facility Conditions, Outside or Unknown Variables

	recently by the government (will there be maintenance?)	
Coded Journal Entries_RW_JUL- AUG2014.docx	<ul style="list-style-type: none"> -All from poor families, lowest casts -Lots of first generation students -Live in single room homes -Often without bathrooms -Very likely that these students openly defecate when at home 	Outside or Unknown Variables
Coded Journal Entries_RW_JUL- AUG2014.docx	<ul style="list-style-type: none"> -Have no books yet 	Supplies & Cost
Coded Journal Entries_RW_JUL- AUG2014.docx	There are two new students in this class. They do not speak English or Tamil and Sharon is unsure of what language they speak and understand	Communication-Language, Outside or Unknown Variables
Coded Journal Entries_RW_JUL- AUG2014.docx	Uh oh, teacher just coughed into her hand!!!	Teacher Commitment & Buy-In
Coded Journal Entries_RW_JUL- AUG2014.docx	<ul style="list-style-type: none"> None use soap at school They have soap at home, hesitant to raise hand for using soap to wash 	Supplies & Cost, Outside or Unknown Variables, School Administration & Institution
Coded Journal Entries_RW_JUL- AUG2014.docx	<ul style="list-style-type: none"> All teachers were a bit intimidated by just curriculum and lesson plan. They don't have much experience changing activities on the fly The teachers want to watch Bagya 	Curriculum & Material Adaptability, Outside or Unknown Variables, School Administration & Institution, Teacher Commitment & Buy-

	instruct as an example	In
Coded Journal Entries_RW_JUL- AUG2014.docx	In Divya's school there is not interaction between the teacher and children outside of the classroom.	School Administration & Institution
Coded Journal Entries_RW_JUL- AUG2014.docx	-one big room, all classes there, divided by wood panels	Facility Conditions
Coded Journal Entries_RW_JUL- AUG2014.docx	-some classes don't have any teachers, so some teachers will teach during free period	Facility Conditions, School Administration & Institution
Coded Journal Entries_RW_JUL- AUG2014.docx	-Only school that is easily available to community -Not exposed to other schools	School Administration & Institution, Outside or Unknown Variables
Coded Journal Entries_RW_JUL- AUG2014.docx	-No play field	Facility Conditions
Coded Journal Entries_RW_JUL- AUG2014.docx	-Most students were first generation students	Outside or Unknown Variables

Coded Journal Entries_RW_JUL- AUG2014.docx	-Parent –teacher interaction is prohibited (can’t even send a letter home)	School Administration & Institution
Coded Journal Entries_RW_JUL- AUG2014.docx	Divya’s school is very abusive- the headmaster and owner has a short temper and can be physically and verbally abusive to the students	School Administration & Institution
Coded Journal Entries_RW_JUL- AUG2014.docx	-TFI stays in school as a measure to at least protect their own students from this kind of treatment	School Administration & Institution
Coded Journal Entries_RW_JUL- AUG2014.docx	Bathroom is for both girls and boys. Embarrassment for menstruation causes many girls to drop out of school (they don’t have a private place to go)	Outside or Unknown Variables, School Administration & Institution, Facility Conditions
Coded Journal Entries_RW_JUL- AUG2014.docx	-but many want to look if there are specific activities in it to work on their school specific problems -In some schools girls drop out at high rates for “sanitation” reasons -Menstruation is an incredibly touchy subject -How can you teach this in a culture when there is little support for it	Curriculum & Material Adaptability, School Administration & Institution
Coded Journal Entries_RW_JUL- AUG2014.docx	-Letters home don’t seem to work	Outside or Unknown Variables, School Administration & Institution

Coded Journal Entries_KS_JUL- AUG2014.docx	<p>They feel that changing the names to recognizable South Indian characters many help the children stay engaged with the story for a longer period of time. There were also words that the kids didn't pick up on right away.</p> <p>Another problem the instructors ran into was the timing of the story. It was a bit long, and they had a difficult maintaining the attention of the kids for the entire story.</p>	Curriculum & Material Adaptability
Coded Journal Entries_RW_JUL- AUG2014.docx	All of the TFI fellows teach in tiny room, split in three by haphazardly put together wood panels	Facility Conditions
Coded Journal Entries_RW_JUL- AUG2014.docx	-In the middle of the story another class starts reciting something together and Divya has to pause for a moment because its too loud to tell the story	Facility Conditions
Coded Journal Entries_RW_JUL- AUG2014.docx	-Basically had to retell whole story to get lesson across	Facility Conditions, Curriculum & Material Adaptability, Supplies & Cost
Coded Journal Entries_RW_JUL- AUG2014.docx	-Would have ultimately worked better if Divya had only images and recited the story from memory	Supplies & Cost, Curriculum & Material Adaptability
Coded Journal Entries_RW_JUL- AUG2014.docx	Some kids live by the sewage runoffs and have lots of flies or the bathroom outside the house	Outside or Unknown Variables

Coded Journal Entries_RW_JUL- AUG2014.docx	About half of the students have a toilet outside the home	Outside or Unknown Variables
Coded Journal Entries_RW_JUL- AUG2014.docx	One lives very close to factory with lots of bugs	Outside or Unknown Variables
Coded Journal Entries_RW_JUL- AUG2014.docx	-but you can't see the stars here... that story may only work in rural areas	Curriculum & Material Adaptability
Coded Journal Entries_RW_JUL- AUG2014.docx	-Had to use paper and notebook instead of sticks because "someone" forgot sticks	Supplies & Cost
Coded Journal Entries_RW_JUL- AUG2014.docx	-some get it... doesn't look like a huge lesson teacher. They find it funny that some don't get anything -only is good for those actively participating, others watching kind of lost interest	Curriculum & Material Adaptability
Coded Journal Entries_RW_JUL- AUG2014.docx	A teacher walked in and said we were too loud.. which makes sense because everyone is yelling	Curriculum & Material Adaptability, Facility Conditions, School Administration & Institution
Coded Journal Entries_RW_JUL- AUG2014.docx	There are no trashcans around. All paper and garbage just goes on the ground. Ripping paper was fun, but all scraps end up on floor. How can you preach living healthy together when there are	Facility Conditions, Outside or Unknown Variables

	no facilities in place to support it at the school?	
Coded Journal Entries_RW_JUL- AUG2014.docx	Should research into life span and health issues in areas. According to Sriram and Guatam rural peoples live longer than urban	Outside or Unknown Variables
Coded Journal Entries_RW_JUL- AUG2014.docx	because of rain we have to nix the outdoor game	Facility Conditions, Outside or Unknown Variables
Coded Journal Entries_RW_JUL- AUG2014.docx	X teaching is taking a very long time to say how far a sneeze will travel. Nearly fifteen minutes	Teacher Commitment & Buy-In
Coded Journal Entries_RW_JUL- AUG2014.docx	Can barely hear teacher intern and kids in each group become very distracted. If even these people are talking, you can't discern words...	Facility Conditions, Program Implementation Methods, Curriculum & Material Adaptability, School Administration & Institution
Coded Journal Entries_RW_JUL- AUG2014.docx	Right now is the prime example of how the teacher makes all the difference. Sriram and Anjana are at one end with a quiet, responsive, disciplined class, while Guatam and Aishwara are at the other end with a boisterous, and unorganized group who haven't gone through two of the activities. X isn't that great at getting to the point of lessons, and Aishwaria is new and unable to take control with X as her partner...	Teacher Commitment & Buy-In

Coded Journal Entries_KSRW_JuL- AUG2014.docx	-There is no soap in their bathrooms	Facility Conditions, Supplies & Cost
Coded Journal Entries_KSRW_JuL- AUG2014.docx	but many of the girls don't wear shoes at all	Outside or Unknown Variables
Coded Journal Entries_KSRW_JuL- AUG2014.docx	-No soap in bathrooms, or cloths to wipe their hands after rinsing them in the water (usually girls leaving the bathroom are wiping their hands on their clothing)	Facility Conditions
Coded Journal Entries_KSRW_JuL- AUG2014.docx	but they leave their food out quite a bit while they are talking with their friends and moving around the classroom	Outside or Unknown Variables
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Teachers are almost never present during our sessions. One seventh grade teach occasionally comes in to watch, and she does seem pretty interested... but enjoys her little break as well	Teacher Commitment & Buy- In, School Administration & Institution
Coded Journal Entries_KSRW_JuL- AUG2014.docx	-Often times we walk by classrooms and see that there are no teachers at all. Girls can be seen running in and out of classrooms.	Teacher Commitment & Buy- In
Coded Journal Entries_KSRW_JuL- AUG2014.docx	-Most students avoid using the bathroom at school as they are very unclean	Facility Conditions

Coded Journal Entries_KSRW_JuL- AUG2014.docx	-Sriram has seen the same girl clean the bathroom in the mornings, so it must be assigned to students -There is no custodial	Facility Conditions
Coded Journal Entries_KSRW_JuL- AUG2014.docx	*** We are kept very separate from the everyday routine of the kids at PS. We are lead to the room where we teach then quickly ushered out when we are done.	School Administration & Institution
Coded Journal Entries_KSRW_JuL- AUG2014.docx	the supplies needed were no available in time for the disgusting box video and the safe water relay race.	Supplies & Cost
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The quality of the sessions could have been improved with better communication about preparation and expectations for the days lessons.	Program Implementation Methods, Supplies & Cost
Coded Journal Entries_KSRW_JuL- AUG2014.docx	It seemed clear that these girls still have little experience or opportunities talking or presenting in front of their class as a whole.	School Administration & Institution, Outside or Unknown Variables
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Most of the classes didn't have teachers present at all. One seventh grade class in particular appeared to have no teacher all day, as we walked past their classroom several times. It will be interesting to see if the teacher mentioned above will influence whether or not the girls are more inclined to return the calendars in that class, in comparison to the other classes. Also, when the teacher enters the classroom	Teacher Commitment & Buy-In

	all the girls stand up and say something that translates to “we respect you”.	
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Many of the word based games don’t work in the Tamil schools. Some of the words, or ideas behind the games don’t translate correctly.	Communication-Language, Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	We know that the latrines do not have any soap in them, so we wonder whether they are encouraged to at least rinse their hands before eating by teachers.	Teacher Commitment & Buy- In, School Administration & Institution, Supplies & Cost, Facility Conditions
Coded Journal Entries_KSRW_JuL- AUG2014.docx	It would be helpful to work with the teachers at this school, but unfortunately they don’t seem very interested. They seem eager to take the time off from their classroom, which is a little discouraging. It would be nice to meet with them and see what they think would be helpful in teaching and influencing these children to remember these healthy behavior lessons.	School Administration & Institution, Teacher Commitment & Buy-In
Coded Journal Entries_KSRW_JuL- AUG2014.docx	When we arrived at the school, the room we typically teach in with the projector was occupied	Supplies & Cost, Facility Conditions, School Administration & Institution

Coded Journal Entries_KSRW_JuL- AUG2014.docx	Many of these mechanics of the game also seemed difficult to explain from a teacher standpoint, and for future use, should be rehearsed prior to the activity by all who will be explaining it.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The environment the kids were in made it difficult for them to fully pay attention to the game.	Facility Conditions
Coded Journal Entries_KSRW_JuL- AUG2014.docx	This game doesn't fully engage all the students, so they were easily distracted and lost interest. This was especially true for students sitting in the back rows.	Facility Conditions, Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	During the first session there were five teachers (interns) all standing in front of the class giving instructions? This is too many people and much too distracting for the kids. Fut	Program Implementation Methods
Coded Journal Entries_KSRW_JuL- AUG2014.docx	I did later find out that the teachers are required to write a report at the end of our sessions with them for the school.	School Administration & Institution, Program Implementation Methods
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The first session was a bit rocky (but also the largest and most rambunctious group), this may have been to a lack of preparedness for the relay activity at the school. It seems that usually the first session is difficult, and once the interns get the hang of the flow of activities they improve dramatically.	Program Implementation Methods

Coded Journal Entries_KSRW_JuL- AUG2014.docx	It was a very hot day today, so having the bulk activity outside was difficult for the intern teachers and for the students (after the first session we found a more shady location for the kids to play).	Facility Conditions
Coded Journal Entries_KSRW_JuL- AUG2014.docx	In the first session we showed it, many of the girls were unable to see the video. The interns showed it to one half of the class, then the other.	Supplies & Cost
Coded Journal Entries_KSRW_JuL- AUG2014.docx	We still need the proper cord for the projector we have with us, so a smaller screen had to be used (a tablet would not be affective for this size class)	Supplies & Cost
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Working with a larger group of students makes the activity more difficult, as there are more kids running around, and keeping the teams in order is challenging.	Curriculum & Material Adaptability, Facility Conditions
Coded Journal Entries_KSRW_JuL- AUG2014.docx	and make sure the playing conditions are good.	Facility Conditions
Coded Journal Entries_KSRW_JuL- AUG2014.docx	We are curious about attendance at this school. Is it taken? What are the absence rates? Do we know why the girls don't come to school? Could it be related to illness or difficulty getting to school? (This school as compared to PS, has very few parents visible at drop off time in the morning. It looks like most to all girls arrive on their own.)	Outside or Unknown Variables

Coded Journal Entries_KSRW_JuL- AUG2014.docx	Today we saw more teachers than usually in the classrooms. This could have to do with exams that were happening in the school today.	School Administration & Institution, Teacher Commitment & Buy-In
Coded Journal Entries_KSRW_JuL- AUG2014.docx	We had planned the outdoor game for this day, unfortunately when we arrived at the school, the entire play area was torn up with giant piles of dirt and rocks.	Facility Conditions
Coded Journal Entries_KSRW_JuL- AUG2014.docx	It also would be best if translated into the native language of the students, in this case Tamil.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	One of the intern teachers mentioned that a couple of the students asked them in Tamil, what they should do if they see someone defecating outdoors.	Outside or Unknown Variables
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Using numbers, as stated in the curriculum may not have been as impactful, and maybe they need a more simple explanation as to why other people around them defecating outdoors affects their health. One sixth grade class did respond to the numbers we gave them about the amount of poop, they had just been doing math.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Maybe if the story was rewritten into a script, so the teacher could give each student their actions, and maybe even a line or two the story would be improved as an interactive activity.	Curriculum & Material Adaptability, Teacher Commitment & Buy-In

Coded Journal Entries_KSRW_JuL- AUG2014.docx	The tablet screen is very small, and it was difficult to share with all the students.	Supplies & Cost
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The yoga room that we taught in can become very loud with the sounds of talking, classroom fans and nearby outdoor activities. In the first class especially, sound from kids and teachers talking became extremely loud as the room echoes quite a bit. With more students in the room to absorb sound, this becomes less of an issue. Additionally, there was a microphone for us to use, but this merely accentuated this issue.	Facility Conditions
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The storyline, however, seems weak and is too short for a successful activity. It should be revisited in an effort to make it more entertaining, with better clarification of when each action should be done (i.e. sometimes water is inadvertently mentioned and no one does the action or holds up the card)	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	This activity, as it is in the curriculum, does not work for this age group or income level.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	We have re-written the instructions for the curriculum for this activity. There are instructions for the teachers based upon the students living and school conditions.	Curriculum & Material Adaptability

Coded Journal Entries_KSRW_JuL- AUG2014.docx	This activity is very dependent how the teacher is teaching it. There needs to be a very straight forward script that a teacher can follow, with different scripts for different income/age groups. The scripts should allow the teacher to pose guided questions on the topic that help lead the kids to the desired answer.	Teacher Commitment & Buy-In, Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Many of these activities are very dependent on the quality or creativity of the teacher.	Teacher Commitment & Buy-In
Coded Journal Entries_KSRW_JuL- AUG2014.docx	No matter how the curriculum is written these characteristics will change the effectiveness of the activities, but each one should be rewritten in great detail to lessen the gap between those able to adapt and evolve the activities and those who find such a thing difficult.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The yard was no longer covered in piles of dirt, but was still very uneven and full of rocks and other debris. Today we were relying on the two outdoor game activities, to working in this environment made it difficult. It was also about 100 degrees today with humidity, so asking the girls to play these games in the sun was difficult.	Facility Conditions, Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The conditions outside made it difficult to adapt them so they worked in the environment. Because of this there was a bit more chaos, as getting the activities set up, and going took much more time	Curriculum & Material Adaptability, Facility Conditions, Teacher Commitment & Buy-In

	than expected.	
Coded Journal Entries_KSRW_JuL- AUG2014.docx	We did attempt to adapt the game after the first session, but overall the lesson of the activity did not translate well. We plan to restructure the activity in a way that there is proof at the end to show that open defecation can cause the children's plates of food to become dirty. The girls did enjoy getting to run around, but unfortunately the entire lesson of the activity is reliant on the teacher's explanation, which the interns informed us, was still not clear to all the students.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The heat also wore them out pretty quickly, and getting them to settle to hear the lesson from the intern teachers was difficult.	Facility Conditions
Coded Journal Entries_KSRW_JuL- AUG2014.docx	We typically have a hard time finding the class we are supposed to be teaching for each session. The girls typically move around the school, so finding them can be difficult. Because the teachers are rarely seen, we ask the girls where we can find the other classes. They usually are pretty knowledgeable about where everyone is.	Teacher Commitment & Buy- In, School Administration & Institution, Facility Conditions

Coded Journal Entries_KSRW_JuL- AUG2014.docx	Today we saw there was an on campus concessions stand. Several children walked over there on their class breaks to get food. We couldn't tell if they needed money to purchase the snacks, or if they were just issued, or given tokens to redeem food. The snacks were mainly chips or small pastries. Many of the girls also walked with bags of candy.	School Administration & Institution, Outside or Unknown Variables
Coded Journal Entries_KSRW_JuL- AUG2014.docx	This may have been improved if the play yard was not under construction.	Facility Conditions
Coded Journal Entries_KSRW_JuL- AUG2014.docx	-Having the children act out the story as it was narrated by the intern teacher was difficult.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	-Re written for different groups of children. More of an explanation, rather than an activity-We wrote out a set of instructions for teachers to introduce the topic of open defecation.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	-The instructions prompt the teachers to address the topic based upon the type of school or socio economic level of their students. -The instructions also give the teachers cues as to what kinds of topics or questions the children will be interested in or ask in regard to open defecation, based on the environment in which they live or go to school. -There are also specifications as to how	Curriculum & Material Adaptability

	to address the topic for different age groups.	
Coded Journal Entries_KSRW_JuL- AUG2014.docx	-Suggested that fresh supplies be issued for each class. At least make sure there is a fresh fly for each session when available	Supplies & Cost
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Some supplies were adapted for the activities due to availability. For example the stick demonstration was changed to paper. The students and intern teachers attempted to rip a full notepad in half without success. Then they were given a single sheet of paper and saw how weak the paper was on its own.	Supplies & Cost, Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Overall Ricky and I had a difficult time with interpreting what was working and what wasn't during this session. The language barrier proved to be difficult with these activities, and we had to have them translated to us afterwards by Anjana.	Communication-Language
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The materials were adapted due to availability and time constraints.	Curriculum & Material Adaptability, Supplies & Cost

Coded Journal Entries_KSRW_JuL- AUG2014.docx	There were not enough cards for all the students so about 10 per class played at the front of the room.	Supplies & Cost
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The activity disrupted other classes through it's noisy and chaotic nature, and we were even asked by another teacher to be quieter.	School Administration & Institution, Facility Conditions
Coded Journal Entries_KSRW_JuL- AUG2014.docx	We did not use the bait that was recommended by the curriculum for the trap, and choose to use a sugary juice instead	Supplies & Cost
Coded Journal Entries_KSRW_JuL- AUG2014.docx	There was debate about whether or not we should try again with the bait described in the instructions. There are specific issues though with each of these. Using chicken, not appropriate, as most students do not eat meat because of religious reasons. Cow dung, may smell worse than the juice, and debatable as to how available it is. The main issue that was discussed was about whether or not it is worth it to have a teacher perform this activity on their own. Making the trap is a bit of work, and with that what does catching the flies teach? Is the point of this unit to teach students to keep their food covered, and continue to use soap because flies are everywhere and carry germs that could cause disease or illness? Because flies are a constant	Supplies & Cost, Outside or Unknown Variables, School Administration & Institution, Curriculum & Material Adaptability

	<p>issue, there is no way to capture them all in the trap. There will always be flies, and maybe its best to stick to lessons that will help students prevent themselves from the germs that flies carry.</p>	
<p>Coded Journal Entries_KSRW_JuL- AUG2014.docx</p>	<p>Today it was difficult to not be able to speak the language of the students. I have become used to the barrier with them, but when we had such a chaotic game like today it was difficult to try and intervene or help them work together. This can be frustrating at this school. It was also difficult to interpret whether or not some of the activities were going well. The trading activity again was difficult to understand without knowing whether the girls were actually playing or if it was just complete chaos and confusion. * I asked Anjana who was the instructor for this lesson about whether or not the students were understanding the game. To me, it looked like complete chao(which is the</p>	<p>Communication-Language</p>

	<p>point of the activity), but at the end I was unable to see if the students had made the connection between the activity and the lesson. Anjana told me that the students seemed to understand it just fine, which was not visible to me at all.</p>	
<p>Coded Journal Entries_KSRW_JuL- AUG2014.docx</p>	<p>he way people treat trash in the classrooms is quite variable at Sharada, and it builds off of some behaviors that we have noticed throughout India. While cities all have trash services, and most buildings have dumpsters that sit outside and get pick up by dump trucks, a majority of the trash is simply thrown on the ground. We have noticed that any time a person finishes a drink, or a bag of chips, or a candy bar, they drop the trash on the ground without hesitation.</p>	<p>Facility Conditions, Outside or Unknown Variables, School Administration & Institution</p>

Coded Journal Entries_KSRW_JuL- AUG2014.docx	Trying to incorporate the activity into a student's home life is a goal in the long run, but for now, monitoring at school would be the most effective in collecting data. This is where understanding the school's monitoring system is key. For example, Sarada has monitors and prefects in each of the classrooms. These students are in charge of certain tasks, and the school administration is strict about these (More information on this to come). This may be a key at working a program such as this into the everyday tasks of these monitors or prefects.	School Administration & Institution, Outside or Unknown Variables
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Another concern was about the amount of tasks we can monitor. Starting with hand washing or "using soap" only is what we feel would work best to kick off this activity. This is something that can be seen by the teachers	Curriculum & Material Adaptability, Outside or Unknown Variables, Teacher Commitment & Buy-In
Coded Journal Entries_KSRW_JuL- AUG2014.docx	There was a thunderstorm the night before and the play yard was very wet and muddy, its monsoon season. Due to this, each session was held inside, and we moved forward into activities for Unit 5 to fill the lost time.	Facility Conditions, Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	One member of the team was supposed to bring the spray bottle, and unfortunately they did not follow through.	Supplies & Cost

Coded Journal Entries_KSRW_JuL- AUG2014.docx	Because of this most of the focus of the instructor was on the boys rather than the girls. The girls sat quietly, while the boys demanded the attention of the instructor.	Outside or Unknown Variables, School Administration & Institution
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Although this activity taught the intended lesson, not all of the kids were able to participate. This activity would be improved if there had been more paper for all the students to be a part of the demonstration.	Supplies & Cost, Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Used throughout most of the activities: Number 2 (not poop) Loose motion (not diarrhea) Toilet (not latrines)	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	6 Step Hand Washing Method: At PS the kids adapted the 16 steps into a sort of drill format that they have at school. It goes “ 1 2 3 4 5 6 7 8...8 7 6 5 4 3 next change”. This adaptation was done by the kids themselves or maybe their teachers and not by us. Whenever we did a recap of this, they did the 16 steps in this manner.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Grandma wants you to eat candy: They related it to Snakes and Ladders which they have all played as kids. Explaining how the trees were like the ladders and the mudslides were like the snakes helped them get the game much better. Tossing a coin- Similar to a coin toss in the beginning of a cricket match.	Curriculum & Material Adaptability

Coded Journal Entries_KSRW_JuL- AUG2014.docx	King Akbar Writes a Law: Changed to King Krishnadevaraya writes a Rule. Changed the characters to ones they were familiar with- Tenali Raman, Goonda Kumar. Magic markers instead of invisible ink.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Soapy Bottle Demonstration: Mentioning small detergent packets – Rs.2 (To emphasize on how cheap the packets are) – Brands: Ariel, Surf (Although we did not mention brand names, the kids came up with these and it helped us tell them that they could use any small packet of detergent, not necessarily the one we used)	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Soap or Sorry: Related it to ‘knots and crosses’ or ‘tic- tac-toe’	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Cost of Illness: Going to the theatre to watch movies is one of the most popular forms of entertainment here. So, this proved to be an effective scale of comparison. We could point out to the kids that one doctor appointment costs roughly equal to three movie tickets. This worked very well at Sarada.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Monkey Prince and the Peacock: Indian kids are more familiar with “Anaconda” than “python”. The anaconda is scarier and more sinister for them and hence we changed the Python	Curriculum & Material Adaptability

	in the story to an Anaconda.	
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Safe Storage Demonstration: We asked kids where they stored their drinking water at home. In most places in India, drinking water is stored in vessels, and scooped out using a glass tumbler or a ladle. This means that their hands actually make contact with the water in the vessel, unlike in the US, where they mostly fill bottles directly from the tap. We used a pink colored dye (food color) and dipped a finger in the water to demonstrate how we scooped water out of the storage container. This helped in reinforcing that water should be stored in closed vessels and should only be taken out after washing hands.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	There's a Lot Poop Around Here: Open defecation at railway station – most common – easily relatable. Many of them walk barefoot to school and mentioning that they step on poop on the roads and pavements made them flinch	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Fly and Poop Demonstration: Open rice box- similar to vendors selling food/fruits and vegetables on the roads	Curriculum & Material Adaptability

<p>Coded Journal Entries_KSRW_JuL- AUG2014.docx</p>	<p>Introduction to Worms: We asked the kids (at both schools) how worms get inside our stomach, to which most of them replied “germs.” We hence had to resort to backtracking to their food (as the only thing that “goes into their stomach”), and that worms get into our stomach if they are present in their food. We had the kids list out the common fruits and vegetables that contain worms, and most of them could guess this right – potatoes, brinjals, cauliflower, spinach & greens, okra, apples, ash gourd and a multitude of others. We then asked them why their mothers spent so much time handpicking vegetables at the grocery store. This is very common in India, and people take particular care to pick out vegetables and fruits because of the quality control issues with eatables. We also asked the kids why their mothers cut and cooked the vegetables so carefully as well, for the same reason. This helped get the point of worms in the stomach across to them.</p>	<p>Curriculum & Material Adaptability</p>
<p>Coded Journal Entries_KSRW_JuL- AUG2014.docx</p>	<p>Worm Tag: This game is called “Chain game” or “Kingfisher” in Sarada, so kids are very familiar with these names.</p>	<p>Curriculum & Material Adaptability</p>

Coded Journal Entries_KSRW_JuL- AUG2014.docx	<p>Presentation: Cold, flu and measles move from snot: Most of the kids at Sarada are taught that they have to cough or sneeze into their hands when they don't have a handkerchief or tissue paper in hand.</p> <p>Common conception that drinking cold water, eating ice creams or getting wet in the rain causes the common cold and fever.</p>	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	<p>Demonstration: How far a cough can travel:</p> <p>Started off with how fast a cycle, car and train can travel and then told them how fast germs can spread from cough/sneeze</p>	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	<p>Smoky Cook stoves & Smoking:</p> <p>The word "smoky cookstove" didn't elicit much recognition but when we mentioned that these are the cook stoves used in villages, they could immediately understand what we were talking about as they had all seen it at least once.</p>	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	<p>We Have to Work Together- Breaking of Sticks Demonstration (Adapted to Paper):</p> <p>Most kids are familiar with the moral "Union is Strength; United We Stand; Divided We Fall," which is one of India's official mottos. "Union is Strength" is written on the chalkboard of every class at Sarada, and one of the messages propagated by Swami Vivekananda (who founded the</p>	Curriculum & Material Adaptability

	<p>Ramakrishna Mission, which runs the school) during the Indian Freedom Movement. This moral is based off a moral story, where a father gives his sons individual sticks to break, and later a bundle of them, thereby teaching them the value of being united. Every student is familiar with this story, and it is taught at very young ages in India.</p>	
<p>Coded Journal Entries_KSRW_JuL- AUG2014.docx</p>	<p>Shame of Unwashed Hands: We used a Marriage function as the setting for this activity, because Marriages are fanfare-filled functions in India, where many people eat together at one table. Not being served food at such an event is considered rude or insulting.</p>	<p>Curriculum & Material Adaptability</p>
<p>Coded Journal Entries_KSRW_JuL- AUG2014.docx</p>	<p>Agree to Be Safe- Classroom Contracts: In one of the 6th standards, Sriram used the example of serials/Tv shows to make them understand what a contract. Many Tamil tv serials have dramatic stuff involving property fraud and house contracts, etc. Many kids seemed to understand what a contract meant when he used this example.</p>	<p>Curriculum & Material Adaptability</p>
<p>Coded Journal Entries_KSRW_JuL- AUG2014.docx</p>	<p>Magic Eyes: There are a lot of anti smoking and “Don’t drink and drive” posters on the main roads of Chennai. I used this as an example of how a poster with a slogan should look like. But rather than helping</p>	<p>Curriculum & Material Adaptability</p>

	them understand, this example misled them and the class turned up with posters on areas other than hygiene.	
Coded Journal Entries_DL_AUG2014.docx	At Sharada we figured out “loose motion,” not “diarrhea”. Even MDs use “loose motion.” WE thought PS would knot diarrhea, but they did not and the same teacher told us to use “loose motion.”	Curriculum & Material Adaptability, Communication- Language
Coded Journal Entries_DL_AUG2014.docx	Kids asked: How can I stop OD from others? [just point out it is wrong[What if they scold me for pointing this out?	Outside or Unknown Variables
Coded Journal Entries_DL_AUG2014.docx	Kid asked: Can I bathe with soapy bottle?	Outside or Unknown Variables, Curriculum & Material Adaptability
Coded Journal Entries_DL_AUG2014.docx	Bad surprise = magic eyes. Students did random slogans: “Don’t drink and drive,” “only meds with MD prescription,” etc. (They not know the word “slogan”) Our examples from road signs confused them.	Outside or Unknown Variables, Curriculum & Material Adaptability
Coded Journal Entries_DL_AUG2014.docx	PS not know how plumbing worksm so disgusting box not work.	Curriculum & Material Adaptability
Coded Journal Entries_DL_AUG2014.docx	PS not understand money or # of MD visits.	Curriculum & Material Adaptability

Coded Journal Entries_DL_AUG2014.docx	We tried different poop&flies 4 times Sarada. None worked. It was frustrating. Only defender had fun. (in rowdy class she was tackling kids. “Come and get it...!”)	Curriculum & Material Adaptability
Coded Journal Entries_DL_AUG2014.docx	Even worse at PS. Teacher at PS thought too chaotic outside. Outside has a camera. The principal might see and cancel our programme. So did in auditorium. Too small space.	Facility Conditions, School Administration & Institution, Curriculum & Material Adaptability
Coded Journal Entries_DL_AUG2014.docx	Teacher at PS asked Padma to explain the teacher’s favorite activity. Asked for diagrams. Nobody asked at Sarada.	Teacher Commitment & Buy- In, School Administration & Institution
Coded Journal Entries_DL_AUG2014.docx	Teachers even at good schools skip a lot of high-energy activities.	School Administration & Institution, Teacher Commitment & Buy-In
Coded Journal Entries_DL_AUG2014.docx	Schools won’t train teachers Unless it is on the exam, teachers and parents think it is a waste of time. Even if teachers like it, the parents will discourage the teachers.	Teacher Commitment & Buy- In, School Administration & Institution, Outside or Unknown Variables
Coded Journal Entries_DL_AUG2014.docx	There is already a health textbook in all curricula. CBSC health never taught. Boring beyond belief. No pictures. The content is on exams, so a month before board exams teacher told you to memorize a few facts on earthquakes, etc.	Outside or Unknown Variables, School Administration & Institution

Coded Journal Entries_DL_AUG2014.docx	Some activities require only teacher setup, not a lot of leadership. Those should work in many classrooms if the teacher can be bothered to explain the instructions.	Teacher Commitment & Buy-In, Curriculum & Material Adaptability
Coded Journal Entries_DL_AUG2014.docx	Nobody brought their magic eyes poster. Class got disorganized. Teacher present – in honor of me. Scowling.	Teacher Commitment & Buy-In, Outside or Unknown Variables
Coded Journal Entries_DL_AUG2014.docx	Boring to listen to Tamil. Better at end when Sriram arrived and he translated the last few minutes.	Communication-Language
Coded Journal Entries_DL_AUG2014.docx	Teacher present – in honor of me.	Teacher Commitment & Buy-In, School Administration & Institution
Coded Journal Entries_DL_AUG2014.docx	They did not print out the forms to write correctly on the board. Left out days of the week from team chart. Added team name, that I had ignored. Oh, good. Anjana is saying it, but not quite right.	Curriculum & Material Adaptability, Communication-Language, Supplies & Cost
Coded Journal Entries_DL_AUG2014.docx	One girls asked, in good English, “What is this?” Soon 10 gathered around laptop. Distracting	Program Implementation Methods
Coded Journal Entries_DL_AUG2014.docx	Me telling Aswaria and Sriram earlier did not suffice. I had to insist.	Curriculum & Material Adaptability, Program Implementation Methods

Coded Journal Entries_DL_AUG2014.docx	teacher was present – interns said never before. She left when interns came.	Teacher Commitment & Buy-In, School Administration & Institution
Coded Journal Entries_DL_AUG2014.docx	TEACH: Draw on board before class.	Facility Conditions
Coded Journal Entries_DL_AUG2014.docx	TEACH: Draw on board before class.	School Administration & Institution
Coded Journal Entries_DL_AUG2014.docx	At Divya: Kids could not summarize 2nd half of Moneky Prince => not listening any more and/or got confused. Need to break up story with questions.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL-AUG2014.docx	-Boys and girls are kept separate for most activities at school.	School Administration & Institution
Coded Journal Entries_KSRW_JuL-AUG2014.docx	Some of the questions, mainly those about their communities were difficult for the girls to understand, so they were not responding without being prompted by the teachers.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL-AUG2014.docx	She got up and told the girls that they must ask their mothers if she had boiled or filtered their water, as they may be too young to do so own their own. She also told them to bring them back, or they would not receive their credit for the assignment.	Teacher Commitment & Buy-In

Coded Journal Entries_KSRW_JuL- AUG2014.docx	Most of the classes didn't have teachers present at all. One seventh grade class in particular appeared to have no teacher all day, as we walked past their classroom several times. It will be interesting to see if the teacher mentioned above will influence whether or not the girls are more inclined to return the calendars in that class, in comparison to the other classes. Also, when the teacher enters the classroom all the girls stand up and say something that translates to "we respect you".	School Administration & Institution
Coded Journal Entries_KSRW_JuL- AUG2014.docx	We think girls enjoy the activities and break from class work, but they may also enjoy having new faces come in to teach their classes. If the curriculum is to be taught by the full time teacher in class, maybe some of the interest and excitement may be taken from the activities.	Program Implementation Methods
Coded Journal Entries_KSRW_JuL- AUG2014.docx	We did have the video this time, but unfortunately the school did not have a projector or room available for us.	Supplies & Cost
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The game had quite a few extra, non-physical components (filter, buckets) that weren't properly used in the game because the kids didn't fully comprehend the need for them.	Supplies & Cost, Curriculum & Material Adaptability

Coded Journal Entries_KSRW_JuL- AUG2014.docx	The kids also had a hard time with grasping the concept that they were on teams and that they should only yell out the answer if their team member was performing.	Program Implementation Methods, School Administration & Institution
Coded Journal Entries_KSRW_JuL- AUG2014.docx	It is very curious that in this school all of the kids seem to have a very good understanding of the importance and need for boiling/filtering water, despite the fact that they have likely not had any direct interactions with this process. Whether it is through earlier schooling or their parents, these kids already understand these lessons and this curriculum may be repetitive for them.	Program Implementation Methods
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The boys were being much more loud and demanding much more attention than the girls.	Outside or Unknown Variables, School Administration & Institution, Program Implementation Methods
Coded Journal Entries_KSRW_JuL- AUG2014.docx	It was apparent though that some of the girls rushed to check off the boxes for the healthy habits for the past two days. We did catch a glimpse of a few that were taken out of backpacks that did appear to have been done before hand.	Program Implementation Methods, Outside or Unknown Variables, School Administration & Institution

Coded Journal Entries_KSRW_JuL- AUG2014.docx	We found drawing a diagram of the activity and giving thorough instructions before leaving the classroom made a huge difference in the activities success. An important component of the instructions was also making sure the girls understood that they needed to move the filter to the new empty bucket, once they finished pouring out the water. This was the step that was most confusing, but with a demonstration before starting the activity, most girls were able to pick it up.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The conditions of the school yard played a large role as well. The first session we put the girls in the main yard area, where there was not shade. This contributed to their restlessness, and ultimately their interest in the activity and doing the activity correctly faded quickly. The other sessions had the instructions given to them in class and they were in the shade. These girls seemed to grasp the concept much better.	Facility Conditions
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The key to this activity is to give the instructions in advance, have the proper supplies (same size buckets)	Supplies & Cost
Coded Journal Entries_KSRW_JuL- AUG2014.docx	making sure there are at least a few extra helpers to fill up the buckets	Teacher Commitment & Buy- In, Curriculum & Material Adaptability

Coded Journal Entries_KSRW_JuL- AUG2014.docx	The story could use some strengthening. It could even be a bit longer, and if re worked, it could be a little easier for the students to go along with the story and know exactly where the actions come in.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Each session should receive fresh supplies in the curriculum. In the larger classes, it was difficult for students in the back to see the fly landing on the food and making it dirty.	Supplies & Cost
Coded Journal Entries_KSRW_JuL- AUG2014.docx	We adapted the story to be narrated in third person instead by the intern teacher, and have the students act out each role while the story was being told.	Teacher Commitment & Buy- In, Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	but because it was not in Tamil we couldn't use it for this class.	Communication-Language, Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The schoolyard was all torn up when we arrived. Looks like they are building something else, but the girls walked over the giant piles of dirt, rocks, and pipes to move across the school. Because its where the girls play and eat lunch, a few were running around on them, and eating their lunches right next to them.	Facility Conditions

<p>Coded Journal Entries_KSRW_JuL- AUG2014.docx</p>	<p>This is a rough observation about a specific classroom in the school, so we are not sure how accurate this may be. One of the seventh grade classes only has fourteen or fifteen girls in it. They have quite a bit more energy and are much more outspoken than any of the other classes we work with. This may be a class where girls who are a little more difficult have been placed. The teacher is rarely present, and seems to be eager to leave the class when we arrive (if she is even there in the first place).</p>	<p>Outside or Unknown Variables, School Administration & Institution, Teacher Commitment & Buy-In</p>
<p>Coded Journal Entries_KSRW_JuL- AUG2014.docx</p>	<p>We adapted this kind of activity to the Gerry the Germ story. The issue was that the instructions and idea of the activity did take quite a bit of time, but the kids were so excited they all had a role in the participation. The story though was so short, and we feel that adapting it to longer stories, may be more fun. The Gerry the Germ adaptation was re-written for the curriculum at our group meeting.</p>	<p>Curriculum & Material Adaptability, Teacher Commitment & Buy-In</p>
<p>Coded Journal Entries_KSRW_JuL- AUG2014.docx</p>	<p>The issues with this simulation remain in the difficulty showing the dirty water and dirty rice to the entire class, especially if large, and the flies should be replaced (if using a paper fly) after each demonstration as they become very gross and wet.</p>	<p>Supplies & Cost</p>

Coded Journal Entries_KSRW_JuL- AUG2014.docx	We will add to curriculum. We used a large print out of a fly on paper. It was taped to a stick, but a string could work well too. The “dirty box” was mud we made from the playyard at the school, and we brought along some fresh white rice.	Supplies & Cost
Coded Journal Entries_KSRW_JuL- AUG2014.docx	To do so, the teachers (interns) improvised using the original story.	Curriculum & Material Adaptability, Teacher Commitment & Buy-In
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Like Sharada the issue was in the eagerness to volunteer and the shy actions that followed once they were up front. This was mildly solved when one of our teachers helped the kids act it out as another told the story. This is not an entirely feasible option should this curriculum be taught by a single teacher.	Curriculum & Material Adaptability, Teacher Commitment & Buy-In
Coded Journal Entries_KSRW_JuL- AUG2014.docx	At this school each class is separated by gender for all activities. When they are brought into the room they are seated on either side of the room by gender.	Outside or Unknown Variables
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Today was the first day of the student’s exams. It was difficult to pull them from their classes, even though we had permission from the Headmistress	School Administration & Institution

Coded Journal Entries_KSRW_JuL- AUG2014.docx	We didn't get the opportunity to check on the Healthy Habit Calendars today. Because the students were brought outside to work with us, we didn't want to risk having them bring them outside. We are hoping that when we check with them next week, they will have continued to have filled them out up to that point.	Curriculum & Material Adaptability, Facility Conditions
Coded Journal Entries_KSRW_JuL- AUG2014.docx	We found that the activity took quite a bit of effort to set up, and would be very difficult for one teacher, or even two teachers to conduct on their own.	Teacher Commitment & Buy- In
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The activity also needs more clear props and make the lesson effective. For example, we used stones from the yard to be "poop". Because the yard was torn up, we had to find a way to separate the stones that were being used for the game from the stones that already existed in the play area. Also, having students act as plates was not effective, as their role in the game didn't allow them to do much.	Supplies & Cost
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The activity also needs more clear props and make the lesson effective. For example, we used stones from the yard to be "poop". Because the yard was torn up, we had to find a way to separate the stones that were being used for the game from the stones that already existed in the play area. Also, having students act as plates was not effective, as their role	Facility Conditions

	in the game didn't allow them to do much.	
Coded Journal Entries_KSRW_JuL- AUG2014.docx	This game also requires a safe place to run around. The yard we had was too rocky, and we feared one of the students may fall and hurt themselves. We had to confine the activity to a smaller safer place, but because of the large number of students it was difficult to keep the activity under control.	Facility Conditions, Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	We did have a larger group of students which made it more difficult to keep track of the games progression, so a smaller group (no more than 20) would be easier for the teachers to manage, and also the student players to keep track of the spreading worms.	Teacher Commitment & Buy- In, Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	For this activity we decided to make the fly traps before the sessions and give a brief introduction to how it worked in each class. We made enough for all five classes, and assigned the classroom leader to hand the trap in their classroom so we can watch how many flies it catches over time.	Supplies & Cost

Coded Journal Entries_KSRW_JuL- AUG2014.docx	-Especially at Sarada, the students were timid and not sure what to do.maybe show them story	Program Implementation Methods, School Administration & Institution
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Outdoor Activity- Poop and Flies was a complete disaster and difficult to administer.	Supplies & Cost, Teacher Commitment & Buy-In
Coded Journal Entries_KSRW_JuL- AUG2014.docx	-Rewriting to create a direct script for the teacher to read, with assigned motions/sounds for the kids to respond to during the story, when they are cued by specific words.	Teacher Commitment & Buy- In, Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	-It was agreed upon that the existing game caused confusion, and chaos. The students had to take turns to play, and the "plate" team didn't play a role in the game. The children also didn't understand the lesson, and were confused about the difference between the poop and germs.	Curriculum & Material Adaptability, Program Implementation Methods
Coded Journal Entries_KSRW_JuL- AUG2014.docx	I walked around and looked at several, and it did look like they were filling them out day by day. If not, at least they were taking the time to fill them out at some point (even if its right before our session).	Outside or Unknown Variables
Coded Journal Entries_KSRW_JuL- AUG2014.docx	The notebook and individual papers worked well, but there was quite a bit of mess created by the activity. Many of the students that ripped the paper, just threw the pieces on the floor. Other materials may cause the same issue.	Curriculum & Material Adaptability, Program Implementation Methods

Coded Journal Entries_KSRW_JuL- AUG2014.docx	The different colors could be skipped for various reasons. One could be not using soap before cooking, not using soap after the bathroom, ect. The teams could have to work together to determine why they are not being served the food. We will work on this as we continue to test the activity this week.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Unfortunately, it took a long time to explain how the activity worked and the lesson was lost through the competition in getting all of the similar cards (on this note, the kids were very eager to win and were extremely happy if they won)	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	It was brought up today that some of the lessons from this curriculum may be unnecessary or even frowned upon in rural settings. According to a couple members of the team, the life expectancy for many people in rural areas of India is actually higher than that of those in urban areas. This could possible be because they have developed immunities to many of the problems we are seeing with defecations and hand washing. Additionally, the issues with open defecation are not seen as issues in these rural areas as poop is easily covered and not always in the same place. People can openly go in fields, cover it up easily, and turn it into fertilizer. These are obviously points that should be further researched before	Curriculum & Material Adaptability, Outside or Unknown Variables

	jumping to conclusions, but they were interesting tid-bits from discussion.	
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Siriram and Anjana had some great insights about how the schools systems are structured, and how the game could be designed to work within that structure. ** They are providing us with detailed information on that shortly. With this information, it is more likely that the game could be carried out successfully, and actually hold teachers and students accountable as well as consistent with the activity.	Outside or Unknown Variables, School Administration & Institution
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Accounting for whether or not a child washed his or her hands is difficult, although we do not discount the importance of the student at least acknowledging the act, even if they are not completely truthful about them completing the tasks. Through this discussion we came to the conclusion that a good baseline for this activity	Teacher Commitment & Buy- In, Curriculum & Material Adaptability, Outside or Unknown Variables

	would be school based.	
Coded Journal Entries_KSRW_JuL- AUG2014.docx	This is based more on a tattle tale mentality, and also works with the idea of shaming for unwashed hands. Hopefully the embarrassment of being singled out by their student monitor would deter students from not using soap.	Supplies & Cost
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Some of the activities had been removed from the schedule due to the age group. X and the interns, (we were not in town) had decided that smoking was not an applicable to these students. In addition, because the game was canceled, all the activities were more discussion based.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Each class has forty children, so eighty children can be difficult to control and teach effectively. For this session we broke the classes apart and taught them parallel with one another. This was helpful for the interns that were teaching. One session both classes were being instructed on either side of the room, which was loud and a bit distracting, but overall worked just fine. The next session, one class moved outside.	Curriculum & Material Adaptability, Facility Conditions

Coded Journal Entries_KSRW_JuL- AUG2014.docx	Exams start on Thursday August 7th. Exams are highly valued at this school, and this may have something to do with the attention level we received during today's lessons.	School Administration & Institution, Outside or Unknown Variables
Coded Journal Entries_KSRW_JuL- AUG2014.docx	Explaining to the kids how fast a cough can travel is a bit tricky with this age group as it is clear they do not clearly understand how fast different speeds (in km/hr) are. At the beginning we asked how quickly they move on a bike or how fast a train goes, and they would throw out random numbers ranging from 0 to 800. What these kids are able to comprehend though, is the differences in the numbers once you tell them. For instance, while they don't know how fast 100 km/hr is, they do understand that there is big difference in speeds if a train goes 100 km/hr while a bicycle only goes 5 km/hr. In this situation, they were enthralled with the idea that a cough can travel faster than a train, and a few of them gasped, and putting up the speed for a cough (150 km/hr) was good for them not because they know how fast that is, but they can recognize that it is much greater than the speed of the train.	Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	This activity was adapted like we did at Sharada. We improvised with pads of paper to show the children that when the paper was part of the whole it was difficult to break	Curriculum & Material Adaptability, Supplies & Cost

Coded Journal Entries_KSRW_JuL- AUG2014.docx	<p>P.S. is known throughout the city as one of the top schools in terms of test/placement scores. This is great for image and getting kids into colleges, but what we learned today is that it greatly impacts the schools desire to teach subjects or support activities that will not be seen on these placement tests. This school essentially (not a known fact, but definitely a supported assumption) teaches to the placement tests. Students are taught only what will get them high scores on these tests. This emphasis on the placements has created a huge hole where kids become less active and are allowed fewer opportunities to learn about the arts or play sports. Despite the large play yard at the school, during recess or lunch only a few kids play sports while many (especially the girls) sit around the perimeter of the yard.</p>	School Administration & Institution, Curriculum & Material Adaptability
Coded Journal Entries_KSRW_JuL- AUG2014.docx	<p>During today's activities it was difficult to keep the classes focused and attentive. The teacher had to intervene several times in order for the interns to effectively finish the lesson.</p>	Program Implementation Methods
Coded Journal Entries_KSRW_JuL- AUG2014.docx	<p>There are a lot of anti smoking and “Don’t drink and drive” posters on the main roads of Chennai. I used this as an example of how a poster with a slogan should look like. But rather than helping them understand, this example misled</p>	Outside or Unknown Variables

	them and the class turned up with posters on areas other than hygiene.	
Coded Journal Entries_KS_JUL- AUG2014.docx	-The kids come from poor backgrounds, they may not go to doctors often(although they may fall ill more often, they most likely visit doctors less often)-Adaptation for Sarada: lower estimates, because of above concernCosts of parents having to miss work to stay home with sick child-Should we keep the estimated costs to just class so it is more personal?-Maybe start with class level and compare to a relatable cost, then give them a school level cost that will have a great impact because of the larger number-Costs must be in Rupees not dollars (currently dollars in curriculum)-Need to have comparative cost (chocolate) figured out for activity	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	Box will be already made for the session and will demonstrate in class then pass around fake poop Fake Poop will be pre-made as wel	Supplies & Cost

<p>Coded Journal Entries_KS_JUL- AUG2014.docx</p>	<ul style="list-style-type: none"> -Revised version based on SNAP card game- will need to make enough cards for games -Change to germs and wash- New cards need to be made -Germ and wash must match (example: kitchen germ with kitchen wash) -When someone gets a match they yell: WASH! -Whoever gets 5 snaps first wins -Everyone wants to try this new activity -The game is quick, so we need to make cards with different pictures for each card -May not be a game that involves enough students -To create more sets, going to print out on poster paper to create more sets of cards -In order to incorporate all kids, may have three groups with a set of cards. Once a set of players gets a match we rotate to the next player (if too quick we can change number of matches) 	<p>Curriculum & Material Adaptability, Teacher Commitment & Buy-In, Supplies & Cost</p>
<p>Coded Journal Entries_KS_JUL- AUG2014.docx</p>	<p>The roads are often blocked to detour traffic in other directions. This makes the routes difficult to predict and because of this we have had a few days where it is hard to arrive to the school.</p>	<p>Outside or Unknown Variables</p>
<p>Coded Journal Entries_KS_JUL- AUG2014.docx</p>	<p>From what I have been told, the girls that attend this school are very poor, and the school itself lacks in much support and resources.</p>	<p>Facility Conditions, Outside or Unknown Variables, Supplies & Cost</p>

Coded Journal Entries_KS_JUL- AUG2014.docx	The new adaptation of the story King Krishnadevaraya's New Rule included changes in the characters that were more identifiable to children in southern India. The story had been cut down in length as well, to maintain the student's attention long enough to get the lesson of the story at the end. Certain works like "police" were changed to "guard" and "law" to rule", along with the main characters being changed from King Akbar to King Krishnadevaraya and the Chancellor to the "Chubby" Minister to make the story more identifiable for the students.	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	Read from a laptop for this session. The girls sat on the floor and in the first rows of desks to see the images and follow along with the story.	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	The interns that taught said that the girls all seemed to understand the story, and asking for the story to be translated into their language is a positive indicator that children like and enjoy this story.	Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	Not sure how long it would sustain if they made one bottle.	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	In this activity we found that the word "latrine" was not recognized. Only one girl knew it meant toilet, which was a better word for all the girls to understand.	Communication-Language, Curriculum & Material Adaptability

Coded Journal Entries_KS_JUL- AUG2014.docx	Unfortunately there was only one playing board for the entire class, so the game was a bit chaotic. It was tested in only one of the classrooms because of the lack of supplies.	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	I think the greatest issue was with giving the instructions.	Communication-Language, Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	The intern teachers did draw the game board on the chalkboard, but because only a few girls could play at a time it was a struggle to maintain the entire classes attention.	Supplies & Cost, Curriculum & Material Adaptability, Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	he instructions need to be simplified, and maybe a demo video would help?	Curriculum & Material Adaptability, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	When the interns attempted to demonstrate to the class it was difficult for all of the students to see. Often times the classrooms have forty or more students, so we were brainstorming to come up with alternate ways to show the students how to play, that could be viewed more easily.	Curriculum & Material Adaptability, Facility Conditions, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	We had five sets of cards for this activity, so the girls would need to work on teams to play, and allow all players a chance to participate.	Supplies & Cost, Teacher Commitment & Buy-In

Coded Journal Entries_KS_JUL- AUG2014.docx	The cards that were created for the game worked out well, the only problem was the girls got confused between matching two black or two white cards, when they should have been matching opposite colored cards for the same action. At the end of one of the sessions, one of the interns heard a girl tell her friend that she wanted to go wash her hands after class and she should go with her.	Curriculum & Material Adaptability, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	We used a laptop to show the King story, and they were all interested in the computer and wanted to look at it.	Supplies & Cost, School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	*The girls in these classes are much more confident and vocal than the girls we saw at PS. This may be because of the lack of males around them.	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	Can't tell again if Padma solicited for responses to the girls	Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	*I am wondering if it would be more effective to have two very strong activities with more reinforcement built in rather than moving from one thing to another trying to squeeze as many activities as possible.	Program Implementation Methods, Curriculum & Material Adaptability, Teacher Commitment & Buy- In
Coded Journal Entries_KS_JUL- AUG2014.docx	-water water water- same as soap or sorry, even though if revised it may work out better, we think it would be better to do a more unique activity for	Curriculum & Material Adaptability

	this session	
Coded Journal Entries_KS_JUL- AUG2014.docx	-X has tried this activity before and most children either never returned the chart or just checked off the activities at the end	Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	Charades- -Play charades with students acting out healthy behaviors-Break girls into teams to play the game, each team will take a turn putting a volunteer in front of the class room, and have their team members guess which healthy habit they are acting out -Changing so the student has to read a question, with an answer that is a healthy habit. They whisper the answer to the instructor, then they act out the habit for the rest of the class to guess	Curriculum & Material Adaptability, Teacher Commitment & Buy-In, School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	-We will video tape the skits	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	Safe Storage Demonstration:	Supplies & Cost, Teacher Commitment & Buy-In

Coded Journal Entries_KS_JUL- AUG2014.docx	Ask teachers whether the girls were able to quickly guess the correct answer, and how engaged they felt the girls were and whether or not they were understanding the point of the lesson	Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	Remove filter and boil, Padma says they only need one to get the concept She also says the girls get the lesson	Communication-Language, Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	****Charades and Skits: girls act shy... seems like they don't stand in front of the class very often.. should consult teachers about this	Teacher Commitment & Buy-In, School Administration & Institution, Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	The teacher spoke to the girls and told them they must return the calendars and that they should check with their mothers to make sure they are boiling their water... once they do this they can check that box on their calendar and get their credit for the calendar	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	** maybe in instructions we should let them know they need to ask for help with boiling	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	Safe Storage Demo	Supplies & Cost, Teacher Commitment & Buy-In

Coded Journal Entries_KS_JUL- AUG2014.docx	Some of the kids in the back don't care and are distracted This may have to do with holding the activity in the school yard.	Facility Conditions, Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	-It is unbelievably hot though, they are roasting out here in the sun, and their attention span is so short, I don't blame them.	Curriculum & Material Adaptability, Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	Disgusting Box Video: Girls close to video were interested. When asked if they wanted to drink this water they all shook their heads NO	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	Relay: Anajana drew a diagram of the relay on the board, and explained the instructions and rules while the girls were still in the classroom. -We suggested this after the last session in order to improve smoothness of facilitating the game. -Hopefully we can set up the game in a more shady location, so they don't have to stand in the sun again	Curriculum & Material Adaptability, Facility Conditions, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	From the head nods I can guess that they understand,	Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	-The classroom teacher stayed in the room with us, this is very rare. We don't even usually see any teachers.	Teacher Commitment & Buy-In

Coded Journal Entries_KS_JUL- AUG2014.docx	Video: Able to show the video to all of the girls... went much better than before. When girls are not being paid attention to we completely lose their attention then struggle to get it back.	Facility Conditions, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	-We get lost every time we got to Sarada	Outside or Unknown Variables, Communication- Language
Coded Journal Entries_KS_JUL- AUG2014.docx	-Take attendance? Absence Rate? Why are they absent? Are they all ill? What happens when they miss many days of school?	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	-We need to start a document where we pick apart each activity into layers, possibly give suggestions and insights.	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	GETTING LOST We visit Sarada two times a week. Every time we go we get lost. The roads here are unpredictable and change day to day. There are these red road dividers that change the flow of traffic, so when we drive to school we seem to get lost. I usually have a great sense of direction, but in Chennai its so difficult, because of the changing traffic patterns. I have also taken autos to and from Sarada and still struggle to find it. When we go there I am always turned around.	Outside or Unknown Variables, Communication- Language

Coded Journal Entries_KS_JUL- AUG2014.docx	<p>*The girls acted out, and it looks like they are having fun and watching each other perform intently. -The story makes them laugh a lot, but they are still answering the teacher intern's questions. I assume that this means they are answering her correctly, and they keep yelling "loose motion"-Looks like the girls liked and understood the story. Acting it out is a good way to involve the whole class and it feels like it went very well</p>	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	<p>-all the girls wanted to see the worm pictures we had on the tablet. -had to move around the room to make sure all the girls got to see the disgusting pictures</p>	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	<p>*On their birthday, girls get to dress up and not wear their uniform. They typically wear what looks like their most formal outfit, always very colorful and with lots of jewelry. They also bring candy and treats to share with their classmates.</p>	School Administration & Institution, Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	<p>Boiling Water: Need to rework this activity -concept of the activity is good, but story could be re-worked? Created greater differences between each of the actions</p>	Curriculum & Material Adaptability

Coded Journal Entries_KS_JUL- AUG2014.docx	-padma takes over to save the activity, and used the disgusting box as an example to help them connect the concepts	Teacher Commitment & Buy- In
Coded Journal Entries_KS_JUL- AUG2014.docx	We will rework the script, based off of Padma's suggestions and adaptations -We need key words that will help prompt the students to understand and answer the questions we are asking them -This activity needs more guided instruction to have the effect and impact we are looking for.	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	*Need to identify and hit the major plot points while telling the story -Maybe prompt students to act out what might happen if they don't do each of the habits taught in the story.	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	-This needs a defined script or plan for this specific group of students	Curriculum & Material Adaptability, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	-There needs to be more direction and prompted instruction for the children	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	-Some of the students in the back tried to be included with so many children in the room its so easy to lose their attention.	Curriculum & Material Adaptability, Facility Conditions, School Administration & Institution

Coded Journal Entries_KS_JUL- AUG2014.docx	*Padma will rewrite this activity. She is an amazing teacher.	Curriculum & Material Adaptability, Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	The teacher intern decided to just call out two girls at a time to play, otherwise it was much to chaotic. The girls would get really wild on the field	Program Implementation Methods
Coded Journal Entries_KS_JUL- AUG2014.docx	-We place the stones on the ground to be “poop”, with one pile covered with a box (this is the latrine) -We designate the interns as plates on the other side of the yard, and the girls slap their hand to contaminate the food.	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	-Not sure if this is an effective game in teaching the girls that using a latrine will keep flies from touching poop and then infecting their food... this one might be lost on them due to the chaos of the game-This game still needs to be rewritten. This slapped together version is super crappy-The defender in the game can’t catch the girls and is doomed to lose -Basically the way this is played, taught them that poop should be covered... but there is no proof of infection to show them at the end. We need something to physically show them infection and make an impact. This needs to translate clearly.	Curriculum & Material Adaptability

Coded Journal Entries_KS_JUL- AUG2014.docx	-Play yard has dirt piles all around and lots of students are passing through, causing a lot of distraction for the participating students	Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	-gave the trap to the classroom leader to place in the classroom -the teacher we ran into before this session was curious about the trap and thought it was very interesting and a cool thing for the students to keep in the classroom	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	-Many girls are missing from the seventh grade class	School Administration & Institution, Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	-Common story here in the Chennai, unity everyone must be health. Girls eager to try and like getting to attempt to rip the notepad Outside girls are playing badminton, according to the interns it appears to be an interschool tournament	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	-Games always cause chaos, not always bad that they are so excited, it just can make it difficult to get through an activity	School Administration & Institution, Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	-is this too difficult to explain or understand? I can't tell, I have no idea what is going on	Communication-Language

Coded Journal Entries_KS_JUL- AUG2014.docx	-How would a typical teacher do? Would the students behave better?	Teacher Commitment & Buy- In, Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	All the students participate May involve responsibility (personal accountability) Activity clearly teaches a lesson	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	Supplies are easy to get or already existing in the environment Simplicity of instructions for translation and need modifications. They must be flexible	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	Issues we have with the seventh grade classes could be due to their age Things so much better with the sixth graders	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	Relatable and adaptable activities to various cultural differences	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	August 8- Meeting with David and Team -Respectful to help someone else wash their hands -Purity is a traditional custom in Indian culture But do they use soap? Value of soap, who is going to pay for it?	Outside or Unknown Variables

Coded Journal Entries_KS_JUL- AUG2014.docx	-I was trying to help one of the interns ask the follow up questions after the activity and was so overwhelmed by the chaos -The teachers start threatening their students and that seems to quiet them down quite a bit The hovering teacher helped us conduct the questions and answers	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	The girls come from the local slum in the area (so maybe many of them live close to one another)	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	-Classrooms do have one cupboard... -Water Filter Status on Campus: Sriram is haring further information with me on this	Facility Conditions, School Administration & Institution
Coded Journal Entries_KS_JUL- AUG2014.docx	-Not quite as many calendars as hoped... one girl tried to hide hers, as she had stopped filling it out two weeks back	Teacher Commitment & Buy-In, School Administration & Institution, Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	-Having Sriram go around and find out what the team names are and make sure they are all appropriate for the activity	Communication-Language
Coded Journal Entries_KS_JUL- AUG2014.docx	*Teacher that has been with us for the past two classes, is no longer here	Teacher Commitment & Buy-In, School Administration & Institution

Coded Journal Entries_KS_JUL- AUG2014.docx	-Sriram showed them a sample of a comic strip to help them get the idea of what the end product should be	Supplies & Cost, Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	-Anjana and Aiswarya handed out the papers to the girls for them to begin their story boards	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	** NOTE: we will need to compare with individual version (which worked best, should they be written as separate and individual activities)-the teacher can choose which they would like to do and would suit their classroom best	Curriculum & Material Adaptability, Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	-Not sure if Anjana is going word for word along the skript we wrote for this activity but she seems to improvise very well.	Communication-Language, Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	This is not Divya's classroom, but she is helping out because the class belongs to another teach for india fellow who became very sick. There are no replacement teachers, so the other Teach for India staff in school tries to take her children here and there. If there is no teacher the students just sit in the room.	Teacher Commitment & Buy-In, School Administration & Institution, Outside or Unknown Variables, Facility Conditions
Coded Journal Entries_KS_JUL- AUG2014.docx	*There is a connection between water and illness	Outside or Unknown Variables

Coded Journal Entries_KS_JUL- AUG2014.docx	A: Don't wash hands and eat will get sick "hand is polluted and stomach will hurt" *this answer came from one student, and did not appear to be known by the other students	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	David then asked if they washed their hands with soap and water All of the students raised their hands saying they did wash their hands with soap and water DL: Where is the soap? -No answer... they are most likely trying to impress him by giving him the answer they know he wants to hear	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	Monkey Prince Story: She uses her personal laptop for the lesson	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	-The students did get the questions right once she reviewed the key lessons of the story with them	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	DL: Who has been in a toilet that smells bad Some students seem super eager to share what they know	Outside or Unknown Variables
Coded Journal Entries_KS_JUL- AUG2014.docx	*Going to make a poster for the clean time with images, and distribute to each of the classes to have their teachers hand them on the wall.	Supplies & Cost

Coded Journal Entries_KS_JUL- AUG2014.docx	**Did help that teacher only brought one class down instead of two (roughly 40 students)	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	-The teach has to guide them to the correct answer, and due to their enthusiasm I can see it is very difficult and tiring for Anjana	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	-Clear that Anjana (the teacher) is making this activity work	Teacher Commitment & Buy-In
Coded Journal Entries_KS_JUL- AUG2014.docx	-Soapy Bottles brought a lot of excitement as well , especially when they realized they each got their own small bottle to take home and share with their families-we gave them small bottles with holes already poked in the lid, and the correct amount of soap placed inside the bottle	Supplies & Cost
Coded Journal Entries_KS_JUL- AUG2014.docx	***Make sure to give Headmistress a copy or digital copy of the letter head we created *** We have five large bottles to donate to the school and we had planned on putting them in five of the bathrooms on campus. This class said that they will be stolen or removed and lost somewhere else. They wanted to keep the bottle in their classroom so they could take it with them to the bathroom or use it after	Supplies & Cost

<p>Coded Journal Entries_KS_JUL- AUG2014.docx</p>	<p>When I kept saying have them sit on eachother's knees, the interns and students took that as sit on the ground. They were unable to visualize what I was trying to explain, which was each of the students resting in the lap of the student behind them (chair sit) to balance everyone in the circle</p> <p>-later when I showed Anjana a picture of what the activity looked like she completely understood</p> <p>-a diagram will be added to the curriculum to help this activity not get lost in translation</p>	<p>Curriculum & Material Adaptability, Communication- Language</p>
<p>Coded Journal Entries_KS_JUL- AUG2014.docx</p>	<p>-Anjana adapted the version for indoors by asking each girl a question on one side and having them run to the other interns on the other side to give the answer. If they answered correctly they could run back to the beginning to win the race. If they answered incorrectly they had to hop back to their starting place, and most likely be slowed down from winning</p>	<p>Teacher Commitment & Buy- In, Curriculum & Material Adaptability</p>
<p>Coded Journal Entries_KS_JUL- AUG2014.docx</p>	<p>-When they realized they were going to get to keep the bottle and be in charge of it for their classroom, they all perked up and paid very close attention</p> <p>-They nodded their heads enthusiastically that they would be able to refill the soap with the headmistress when they ran out, and that they must take care of the bottle or it will be gone</p>	<p>School Administration & Institution, Supplies & Cost</p>

Coded Journal Entries_KS_JUL- AUG2014.docx	-it helped to separate the girls who had completed their leg of the race from the others. Made it more clear to see who finished the game first	Curriculum & Material Adaptability
Coded Journal Entries_KS_JUL- AUG2014.docx	-She tells us that most of the teachers at the school are very dedicated to their jobs, and take good care of their students (this is contrary to the things we hear from others)	Outside or Unknown Variables, Teacher Commitment & Buy-In

